CHAPTER 6

RECRUITING

This chapter covers the actual art and science of recruiting. We start with prospecting in each of the five modes and then briefly highlight enlistment eligibility requirements. Next we take a detailed look at the psychology and techniques used to sell the Navy. Wrapping up the chapter, we cover processing requirements.

As you read the prospecting and sales portions of this chapter, try to view the techniques and philosophies through the eyes of your recruiters. Many "natural" salespeople gravitate to the Career Recruiting Force (CRF) community. To be a successful recruiter, you may not have needed all the strategies. Now, as a recruiting supervisor, you are responsible for providing all the tools necessary for recruiting success to a variety of sailors with different personalities and characteristics. You must have a solid foundation of the basics to provide effective training to all. Even experienced recruiters who have regained their success after a period of decreased productivity oftentimes credit the turnaround to "getting back to basics."

PROSPECTING

The word *prospecting* often brings to mind the miners of old, with pick and shovel, in search of valuable mineral deposits. The miners' labors rarely met with success without some mental consideration and exploration. Like those miners, we too must exercise mental forethought and marketing exploration to achieve our goal of locating the valuable resources of quality prospects. With proper planning all modes of prospecting can yield results. Over the next several paragraphs we cover the five prospecting modes known as TRAMP (telephone, referrals, advertising, mail-outs, and personally developed contacts [PDCs]).

TELEPHONE PROSPECTING

The telephone is a valuable time-saver for prospecting. This method allows a recruiter to contact the most prospects in the least amount of time. It also can help to prequalify prospects to avoid wasted travel and interview time. Correct telephone technique will assure recruiters of legitimate contacts who are prepared to meet with them at agreed times and places.

Plan Calls and Mentally Prepare

Just knowing that the telephone is an efficient prospecting mode is not enough. Recruiters must plan their calls and mentally prepare themselves to project the proper image. The better the planning the more likely the recruiter will be to achieve the goal of setting an appointment. Random phone prospecting through stacks of prospect cards can lead to frustration and failure. You should train recruiters and remind them from time to time about the purpose of a phone contact, phone rejection, and phone power principles.

Purpose of a Phone Contact

Tell your recruiters that the purpose of a phone contact is to sell themselves to the extent of setting an appointment. They should never try to sell an enlistment over the phone. Only answer objections that have to do with getting an appointment on the phone. Objections to the Navy are best handled by promising to discuss them when they get together in person and have the time to examine the objections properly.

Phone Rejection

Some recruiters may dread phone prospecting because of the fear of rejection. They should understand there are four major reasons for recruiters to get rejected by prospects on the phone and only one of those reasons has anything to do with the recruiter.

- A phone call is always an interruption.
- The prospect thinks the recruiter will take too much of his or her time.
- The prospect is busy at the time the recruiter wants the appointment.
- The recruiter is not interesting over the phone.

By understanding these reasons, the recruiter can come to expect initial rejection over the phone and be more prepared to overcome it through effective phone techniques. A positive approach to rejection is illustrated by the story of a young sailor who loved to dance. Now, he was not all that good-looking on the outside, but he had a good personality and a positive mental attitude. He would go to the club every weekend ready to dance. He would ask one young lady after another for a dance. Did we mention he was not good-looking? Well, some might even describe him as just plain homely. At any rate, he was rejected time after time. A shipmate asked how he could put himself through all that rejection and still keep a smile on his face. He responded, “One out of every ten ladies I ask will dance with me. So, every no puts me that much closer to a yes”. The same positive attitude toward phone prospecting can keep those rejection blues away.

Phone Power Principles

Once your recruiters have developed confidence and familiarity with basic phone techniques, they should develop discipline in the use of the phone to make it profitable. The following five basic rules will pay off with more appointments:

1. Chain yourself to the desk. Schedule time to use the phone wisely and use it.

2. Set a time limit that will fit your overall schedule and stick to it.

3. Don’t let anyone or anything disturb you. Save that cup of coffee for later.

4. Don’t use the phone just because you need an appointment. When you believe the prospect will benefit from your phone call, you project enthusiasm over the phone.

5. Don’t stop on an unsuccessful attempt. Stop on success.

PHONE POWER STEPS

The appointment power, phone/PDC technique, shown here in figure 6-1, gives a step-by-step plan for setting appointments. The technique also provides suggested dialogue covering some of the circumstances encountered by recruiters when using the telephone as a prospecting tool. We’ll start with determining the best time to call, then review the steps and analysis of phone power.

Determining the Best Time to Call

All phone prospectors know that some times of the day are better than others to contact prospects. You can logically narrow down some times. Knowing school hours, work shift schedules, and the like can reduce the number of attempts needed to make a contact. Every “not home” contact should include the question, “When is the best time to call back?” Adding this type of blueprinting information (more about blueprinting later) to the prospect card can increase phone efficiency. What about planning cold calls where no previous blueprinting has been done? How can a recruiter determine the best time for phone prospecting for his or her territory? Keeping a simple clock log can narrow down the most effective hours for phone prospecting. Have the recruiter keep track of all phone attempts and contacts for 1 week. The recruiter should try to schedule phone prospecting for a variety of times during this week. The more attempts that are made, the more accurate a picture can be drawn. Make a simple tick mark in the hour that the attempt is made and circle the mark if a contact with the prospect is made. At the end of the week, have the recruiter compute the attempt to contact ratios for the different times of the day. The lower the ratio, the more effective the time is for planning phone prospecting. Keep in mind, people’s schedules do change and the recruiter may want to recalculate the best time to call every 3 to 6 months.

Smile

Smiling is contagious and puts a pleasant lift into your voice. It’s difficult to sound enthusiastic with a frown on your face. If your recruiters have planned phone prospecting and appear tired or in a poor frame of mind, suggest that they take a few minutes to relax or revitalize before picking up the phone. Their attitude must be positive to reap results.

Identification

The identification step lets the person answering the phone know that the caller is a Navy representative. Trick calls or misleading representations have no place in professional phone prospecting. You are a representative of the Navy — be proud of that fact.

Courtesy Statement

Use a courtesy statement to convey to the prospect that you realize that a phone call is an interruption. The recruiter, in effect, is removing one of the reasons

APPOINTMENT POWER
PHONE/PDC

1. (PROSPECT'S NAME). THIS IS (YOUR NAME)

2. DO YOU HAVE A MINUTE?

3. THE REASON I'M CALLING IS, I'M THE NAVY REPRESENTATIVE HERE IN ________ AND

   A. REFERRAL: I WAS TALKING WITH A MUTUAL FRIEND OF OURS ________ AND HE/SHE HAD SOME NICE THINGS TO SAY ABOUT YOU; HE/SHE ALSO FELT THAT SOME OF THE IDEAS THAT WE DISCUSSED WOULD BE OF SOME VALUE TO YOU.

   B. ASVAB: I JUST RECENTLY RECEIVED YOUR ARMED SERVICES VOCATIONAL APTITUDE BATTERY SCORES THAT YOU TOOK AT _____ H.S. I HAVE THOSE SCORES.

   C. RÉSUMÉ: I RECENTLY RECEIVED/REVIEWED YOUR RÉSUMÉ AT THE PLACEMENT OFFICE (CAMPUS) AND FIND YOUR BACKGROUND QUALIFICATIONS (IMPRESSIVE/INTERESTING).

   D. DIRECT MAIL: I RECENTLY RECEIVED YOUR REPLY CARD REQUESTING INFORMATION ABOUT______. DID YOU RECEIVE IT YET? _________ WELL FINE. (PROSPECT'S NAME), I HAVE SOME ADDITIONAL INFORMATION TO SHARE WITH YOU.

   E. COLD CALL: I'VE BEEN WORKING WITH OTHER GROUPS/ORGANIZATIONS/STUDENTS HERE (NAME OF CITY/SCHOOL/CAMPUS) AND SOME OF THE IDEAS WE'VE DISCUSSED I FEEL WILL BE OF SOME VALUE TO YOU.

   F. RZs-PRIOR SERVICE: EXPAND ON BENEFITS DERIVED FROM BROKEN SERVICE ENLISTMENTS.

   G. LEADS: I WAS NOTIFIED BY MY DISTRICT PERSONNEL OFFICE THAT YOU WERE INTERESTED IN NAME OF FIELD/PROGRAM.

4. AND BESIDES THAT I WOULD LIKE TO MEET YOU/YOUR SON/DAUGHTER PERSONALLY,

5. AND I WAS WONDERING

   A. PROSPECT IS AT HOME: DO YOU NORMALLY HAVE A DAY OFF/FREE PERIOD DURING THE WEEK?

   WOULD MORNING OR AFTERNOON BE BETTER?
   WOULD TIME OR TIME BE BETTER FOR YOU?

   (1) (PROSPECTS NAME) DO YOU HAVE A PEN AND PAPER?

   (2) MY NAME IS (SPELL IT), MY PHONE NUMBER IS ________ .

   (3) I'M WRITING DOWN (DATE) AND (TIME) AND YOU WRITE DOWN (DATE) AND (TIME).

   (4) VERIFY THE PLACE OF APPOINTMENT.

Figure 6-1.—Appointment power, phone/PDC technique.

(5) IN THE EVENT YOU DO NOT WANT TO GET IN TOUCH WITH ME SOONER THAN (DATE) AND (TIME) JUST GIVE ME A CALL.

(6) BY THE WAY, WHICH PHONE NUMBER DID I GIVE YOU (HOME OR OFFICE)?

(7) (PROSPECTS NAME), DO YOU HAVE WHEELS, TRANSPORTATION, ETC.?

6. (PROSPECT'S NAME) JUST SO I'M BETTER PREPARED FOR WHEN WE DO GET TOGETHER, DO YOU MIND IF I GET YOUR ANSWERS TO A FEW QUESTIONS?

A. HOW TALL ARE YOU?

B. HOW MUCH DO YOU WEIGH?

C. HOW OLD ARE YOU?

D. DID YOU GRADUATE FROM HIGH SCHOOL WITH AN ACADEMIC DIPLOMA?

E. IN YOUR OPINION, WHAT IS YOUR PHYSICAL CONDITION?

F. DO YOU HAVE ANY HOBBIES OR INTERESTS?

7. GREAT (PROSPECTS NAME) I'M LOOKING FORWARD TO MEETING YOU ON (DATE) AND (TIME).

OBJECTIONS

1, UNIVERSAL: FEEL. FELT. FOUND, "I UNDERSTAND HOW YOU FEEL OTHERS HAVE FELT THE SAME WAY UNTIL THEY FOUND..."

2. CATCHALL: I'LL KEEP THAT IN MIND!"

3. NOT INTERESTED: "YOU KNOW THAT DOESN'T REALLY SURPRISE ME, HOW CAN YOU BE INTERESTED IN SOMETHING YOU REALLY HAVEN'T HAD A CHANCE OF SEEING, AND THAT'S WHY I CALLED RATHER THAN JUST SHOW UP UNEXPECTEDLY." WOULD DAY OR DAY BE BETTER?

4. MAIL ME THE INFORMATION: I COULD DO THAT, BUT THEN I WOULDN'T HAVE THE CHANCE OF MEETING YOU PERSONALLY. WOULD DAY OR DAY BE BETTER?

5. TELL ME OVER THE PHONE: I COULD DO THAT, BUT THEN I WOULDN'T HAVE THE CHANCE OF MEETING YOU PERSONALLY. WOULD DAY OR DAY BE BETTER?

6. NO TIME. TOO BUSY: YOU'RE BUSY AND I'M ALSO BUSY, THAT'S WHY I CALLED RATHER THAN JUST SHOW UP UNEXPECTEDLY, WOULD DAY OR DAY BE BETTER?

7. WHAT ARE THESE IDEAS: THEY'RE IDEAS THAT LEND THEMSELVES TO SHOWING YOU RATHER THAN TELLING YOU OVER THE PHONE. WOULD DAY OR DAY BE BETTER?

8. WHEN ALL ELSE FAILS: (NAME) LETS MAKE A DEAL, WHAT I HAVE TO TELL YOU WILL TAKE ABOUT 10 MINUTES, AND I'LL BE HAPPY TO INVEST 10 MINUTES OF MY TIME AGAINST YOUR OPEN-MINDEDNESS—IS THAT FAIR ENOUGH?

9. FAIL SAFE: I'LL PROMISE NOT TO RECRUIT YOU IF YOU PROMISE NOT TO ENLIST (NAME), WOULD DAY OR DAY BE BETTER?

Figure 6-1.—Appointment power, phone/PDC technique–Continued.

for phone rejection. The courtesy statement also establishes initial rapport with the prospect.

Create Interest

This step immediately uses the initial rapport the recruiter has established to further show the prospect why he or she should be interested in meeting with the recruiter face to face.

Ask for the Appointment

This step is where we meet the objective of the phone call. In the previous steps, the recruiter mentions getting together. Now, the recruiter continues immediately by suggesting a couple of alternate times for the appointment. By offering alternate times or days, the recruiter has given the prospect two choices, either of which is acceptable. If asked, "Can we set a time to get together?", the prospect still has two choices. The difference is that the choice of saying no is not to the recruiter's advantage.

Ensuring the Appointment

To decrease the no-show rate, make the appointment at a location convenient for the applicant. The ideal location for the interview is in the Navy recruiting station (NRS). It is easier for recruiters to control the interview in their own environment. Additionally, recruiting aids and evidence are more readily available. There are times, however, when it will be more advantageous to set the appointment outside the office. If transportation is a problem for the applicant or if the recruiter has already planned to be in the area, outside appointments may be preferred. Recruiters should always restate the date, day, time, and place of the appointment to confirm in the prospect's mind the agreement to meet with them and make sure the appointment won't be forgotten. There are two insurance policies that also will help recruiters cut down on their no-show rates.

REMINDER NOTE.– If the appointment is several days away, write a brief note or postcard.

Example:

DEAR (PROSPECTS FIRST NAME),

I'm looking forward to meeting with you personally on

____

(DATE) (TIME) (LOCATION)

____

RECRUITERS SIGNATURE, U.S. NAVY

REMINDER CALL.– The evening before the scheduled appointment, contact the prospect and, using steps 1 and 2 of the appointment power technique, explain that your schedule has changed slightly. You will be a few minutes early or late (whichever you choose) and you were wondering if that would affect the prospect's schedule. Another idea to use for your reminder call is to call the prospect ahead of time and tell him or her that you would like to know where his or her interests lie before you get together so you can be sure to have information available. At this point, you will find out if the prospect is a bona fide appointment or a scheduled no-show. If it is the latter, determine why, overcome the objection, and try to reschedule the appointment. Don't waste gas or your most valuable asset – time – by driving or waiting in your office for a prospect who has no intention of keeping the appointment.

Handling Objections

Prospects frequently raise objections to meeting with recruiters. Make sure your recruiters understand that this is not a failure on their part to sell the appointment, but a display of human nature. We have conditioned ourselves to say no to phone solicitations and ask "What's the catch?" when offered a benefit. As with phone rejection, recruiters should expect objections, so they will be more prepared to deal with them. A refusal to meet on Tuesday or Wednesday may not be a turndown. The prospect may simply need a more desirable day. If the individual is unable to meet with the recruiter on several alternative dates, chances are it's an excuse not to set an appointment. Find out what the real objection is and return to the appointment power script. Make sure you understand what the prospect is objecting to. Seek referrals even if you cannot secure an appointment.

Analyzing Phone Power

So far, we've reviewed the basics of phone power. You will need to monitor your recruiter's phone prospecting success and determine needs for further training. The only way to evaluate recruiters' phone technique effectively is to listen when they are actually phone prospecting. Role playing was fine in Enlisted Navy Recruiting Orientation (ENRO), but you should be involved with the actual prospecting evolution to determine problem areas. You should check the recruiter's phone voice, use of the script, objection handling, and effectiveness in different situations,

PHONE VOICE.– Check the recruiter's phone voice. Does it project enthusiasm? Is it natural and positive? Also critique the rate of speech, volume, tone (well modulated versus monotone), and how easily the recruiter is to understand. The primary question is whether or not the recruiter sounds interesting.

USE OF THE SCRIPT.– It is fine for recruiters to keep a copy of the appointment power script in front of them. They should, however, know it well enough to deliver it comfortably. They should feel free to use some of their own words, as long as they stay with the intent of the script. All recruiters must understand and believe the script works. Alternate phone calls with them to show them that using the script will net appointments. Don't worry if all your phone attempts don't result in an appointment. It is also good for recruiters to see you calmly handle phone rejection, ask for referrals, and maintain your positive enthusiasm.

HANDLING OBJECTIONS.– Listen for objection-handling techniques. Does the recruiter handle only those objections to the appointment and refrain from answering objections to the Navy over the phone? How many objections did the recruiter overcome before throwing in the towel? There is no magic number. Some salespeople say that you should take up to seven no's before giving up. Others will tell you that an appointment made after overcoming seven objections will likely be a no-show. It is up to you, based on experience in the area, and the recruiters, based on their perception of the prospect, to determine how many objections they should overcome.

SPECIFIC SITUATIONS.– Check how well the recruiter adapts to different situations. He or she may not find the prospect at home or contact may be made with or without a resulting appointment.

Prospect Is Not at Home. – If the prospect is not at home but contact with someone occurs, rate how well the recruiter relates with the person on the phone. Does the recruiter determine who is on the line, ask a few blueprinting questions, get a best time to call the prospect back, and ask for referrals?

Contact Is Made Without Setting an Appointment.– When contact is made and no appointment is set, in addition to checking the voice, script use, and objection handling, see if the recruiter was able to maintain rapport with the prospect. Were some basic blueprinting questions answered? Did the recruiter ask for referrals? Did the recruiter let the prospect know he or she would check back with the prospect again? Did the recruiter leave the prospect an excuse for changing her or his mind later? A good line to use is, "Keep in mind that people's plans do change. If yours do, I'd like to hear from you," Leaving this opening for future contacts can help the prospect who, after thinking about it or having a change in personal circumstance, decides that he or she would like to meet with a Navy recruiter after all.

Contact and Appointment Is Made.– If an appointment is made, how far in advance should it be set? Appointments set too far in advance have no-show potential. The prospect may lose interest, succumb to peer pressure, have a change of plans, or simply forget. Is the location the most advantageous for the prospect? Although the office is the best location for the recruiter, it may not be for all prospects. Make sure the recruiter took the prospect and his or her transportation alternatives into consideration when setting the location. Did the recruiter blueprint? Ask the recruiter how he or she feels about the appointment? Did the prospect sound eager to meet with him or her or did the prospect surrender? If the recruiter does not feel good about the appointment being kept, he or she should take some insurance policy steps to increase the odds. The recruiter might even want to get a delayed entry program (DEP) member to talk with the prospect before the appointment date. If the recruiter is going to have to drive out to meet with the prospect, he or she should try to schedule another appointment in the area for effective time management.

REFERRALS

Referral prospecting is preferred by successful recruiters more than any other mode. They realize that referrals can be pre-blueprinted. Add that to having a mutual acquaintance and conversations can be much easier to initiate. Referral sources are important. More important than who you ask for referrals, though, is how you ask for them. We'll discuss both sources and technique in the following paragraphs.

Referral Sources

Virtually anyone can become a source of referrals. All you have to do is ask. Some sources, however, will have more frequent contact with the quality market you are looking for.

DEP PERSONNEL. – Your best sources of referrals are personnel in the DEP. They have already decided to go Navy and can have considerable influence with their peers. Some may readily provide referrals but most will need some motivating toward that end. The Delayed *Entry Program (DEP) Leadership Manual*, COMNAVCRUITCOMINST 1133.7, provides information on establishing a written DEP advancement plan based on referrals. There are also a variety of "Who do you know?" sheets that help to trigger the DEP member's memory when providing referrals. Figure 6-2

WHO DO YOU KNOW?

This is a good referral generating exercise to use at delayed entry program (DEP) meetings or anytime you have a DEP member who has trouble thinking of people to refer. Use five or six questions from the list at a time. After the DEP members have provided names, let them know that these names could be the starting point you need to start working for them to help them reach their referral/advancement goal. Blueprint to find out if the names can be bona fide referrals. Besides qualifying questions, ask about their plans, interests, and hobbies. Use your imagination to add to the list. Some questions identify physical or mental attributes, benefit needs, and others are just for fun and memory jogging. Good luck and have fun with it.

1. Who is your best friend? Worst enemy?
2. Who was the best student in math class? Science class?
3. Who was the best all-around athlete in your graduating class? Class clown?
4. Who sat in front of you in English class? Behind you?
5. Who drives a red car? A car that needs to be painted?
6. Who is the best auto mechanic?
7. Who is the smartest person you know? Strongest?
8. Who do you know that works in a hardware store? An auto parts store? A gas station?
9. Who do you know that works in a fast-food store?
10. Who is the best dressed person you know?
11. Who is the best baseball player? Basketball player? Football player?
12. Who has the fastest car? Best-looking car?
13. Who has the biggest dog? Strangest pet?
14. Who owns a motorcycle? A four-wheeler?
15. Who has a parent that is retired military? On the police force? Unemployed? Working in a factory?
16. Who has red hair?
17. Who do you know that bags groceries? Delivers pizza?
18. Who do you know that plays chess?
19. Who is the best video game player? Pool player? Bowler?
20. Who is starting to get a receding hairline?
21. Who took welding in VOTECH? Electronics?
22. Who wants to go to college but thinks it's unaffordable?
23. Who dropped out or is not going back to college?
24. Who is the best shot with a pistol, rifle, or shotgun?
25. Who is the best swimmer? Wrestler? Weight lifter?
26. Who has a flag flying in front of their house?
27. Who likes to hunt? Fish? Go camping?
28. Who do you know that has been to Hawaii? Europe?
29. Who owns a CB radio? Corvette? Personal computer?
30. Who likes to scuba dive? Skydive? Race cars or bikes?
31. Who has or is getting a pilot's license?
32. Who is looking for a job?
33. Who has complained about making minimum wage? Boring jobs?

Figure 6-2.—Who do you know? - referral sheet.

gives an example of such a form. The form should not be used in its entirety. Instead, ask a few of the descriptions at a time and then blueprint the resulting referrals, Recruiters should not ask for more than they can effectively follow up on at one time.

PROSPECTS AND APPLICANTS.– Every interview, whether closed, scheduled for follow-up, or disqualified, should end with a request for referrals. Try asking "Who do you know. . ? rather than "Do you know. . ?" This assumes that yes, of course, they know someone who can benefit from hearing about Navy opportunities. Don't discount those individuals who are not enlistment eligible themselves, especially when they have displayed a genuine interest in the Navy. By letting them know that they can be a part of the Navy in another way, as an Honorary Navy Recruiter, you can be well on your way to developing a productive center of influence (COI). All applicants should be tasked with providing referrals during the initial interview. Let them know that providing referrals will enable you to start working for them right away to help them earn an advancement before they even leave for basic training.

CENTERS OF INFLUENCE.– Anyone can be a potential COI. COIs, however, must be cultivated by the recruiter. They should know the type of prospect we are looking for and a little of what we can provide. Recruiters should build rapport with COIs just as they would with a prospect. Scout leaders, youth group advisors, YMCA/YWCA personnel, and teen employment counselors are natural choices for COI cultivation. Other potential COIs might include managers of fast-food restaurants, video arcades, cycle shops, or any other establishment that appears to draw the target market crowd. Use your imagination and keep an open mind whenever you are meeting people in the community.

SCHOOL COUNSELORS.– A natural source of referrals is the school guidance counselors. They are in the position to have frequent contact with a large part of your primary market. They are also involved with helping these young people plan their futures. Some counselors may want to push every student toward continued education. Recruiters should educate the counselors on the excellent training and educational opportunities offered by the Navy. Make sure they are kept up to date on information that will meet their goals as well as ours. By providing Armed Services Vocational Aptitude Battery (ASVAB) information and analysis, updates on past graduates who have enlisted, and support for school activities, recruiters can build rapport that will enhance their referral business. A bit of personalized rapport can go even further. Use your imagination to find out counselors' birthdays and send them a card each year. Thank-you cards for any special assistance can make a hit. Keep in mind that recognition is not as frequent in the educational community as you may be used to in the Navy. Those letters of appreciation and commendation can be important in increasing counselors' support of Navy recruiting. Imagine the surprise of counselors who have not been too helpful in the past when the letter of appreciation is delivered by the recruiter, framed and ready for hanging. They may decide there are some ways they can help after all.

OTHER SERVICE RECRUITERS.– Recruiters also should build and maintain rapport with the other service recruiters in their territory. Many times eligibility requirements differ slightly from one service to another. Qualified prospects may decline enlistment in one branch of the armed services but still be open to another. Be cautious when accepting referrals who do not qualify for another service. We don't want to look like the service of last resort.

PARTICIPANTS IN RECRUITING ASSISTANCE PROGRAMS.– There are several programs designed for active duty personnel to provide assistance to Navy recruiters. The *Standard Operating Procedures Manual,* COMNAVCRUITCOMINST 5400.2, provides information on the Recruiting Assistance Leave Program. The *Administrative Procedures for the Hometown Area Recruiting Program (HARP), Officer Hometown Area Recruiting Program (OHARP), and Senior Minority Assistance to Recruiting (SEMINAR) Program,* COMNAVCRUITCOMINST 1300.1, and *Policies and Administrative Procedures for the Hometown Area Recruiting Program (HARP), Officer Hometown Area Recruiting Program (OHARP), and Senior Minority Assistance to Recruiting (SEMINAR) Program*, OPNAVINST 1300.16, provide background, policy, and procedures for the HARP, OHARP, and SEMINAR Programs. To get the best results from participants in these programs, the recruiter-in-charge (RINC) should spend sometime with them for training, indoctrination, and planning. Participants should see recruiters at work and be given instruction on telephone and personal contact skills. They should be provided some information on Navy programs and eligibility requirements. The RINC should help participants set up a plan of action and goals based on their knowledge and abilities. Recruiting assistance program participants should be expected to provide personal referrals, phone contacts, and interface with COIs. They may also be helpful by making presentations or visits at local schools and participating in interviews with high school counselors and teachers. Most of the participants will not readily know how they can help the recruiting effort. It is up to the RINC to help them see where they can be most useful. The ultimate goal of recruiting assistance program participants is to provide referrals who will enlist, but there are many other benefits that can be derived from their assignment. Their very presence in the community can be a living example of Navy opportunities. Make sure they know that they are advertising for the Navy each time they go out in the community. Stress the importance of professional appearance and conduct. Above all make them feel that they have an important job to do during their assignment. Make sure press releases are made announcing their arrival. Provide training and monitor their progress. Now let's look at the programs individually so you will have a better understanding of your participants.

Recruiting Assistance Leave program.– To qualify for receiving 5 days of nonchargeable leave, personnel must be on regular leave between A or C school or apprenticeship training and their first permanent duty station. Members are authorized to help the local recruiter for 5 consecutive days. They are expected to participate in regularly scheduled school canvassing visits, to speak at recruiting functions and civic activities, to follow up PRO-Navy recruit training center (RTC) referrals, and to accompany recruiters on home visits. After completion of recruiting assistance, members with the proper endorsement from the Navy recruiting district (NRD) will be credited with up to 5 days of nonchargeable leave.

Hometown Area Recruiting Program.– HARP is a program that returns enlisted personnel to their hometowns for a 12-day period to help local recruiters by relating their Navy experiences to their peers. Participants are assigned to the recruiting station nearest their hometown on permissive no-cost temporary additional duty (TEMADD) authorizations normally in conjunction with regular leave. HARP duty is not authorized in conjunction with permanent change of station (PCS) orders. Participants must be screened by their commanding officers (COs) and exemplify the highest standards of military appearance, conduct, and courtesy. They must be high school graduates from the town where they want to participate in HARP and their home must be within 30 miles of a recruiting station. They should normally be under 24 years of age (waivers are considered on a case-by-case basis) and must provide their own transportation to and from the NRS. The NRD may authorize them to operate government vehicles during their assignment for recruiting business only.

Senior Minority Assistance to Recruiting Program.– The SEMINAR Program was established to provide assistance to the Navy in its efforts to recruit more black and Hispanic applicants and to enhance the Navy's image in these communities. Through this program, the Navy temporarily returns (for a minimum of 20 days) highly qualified black and Hispanic officers and senior enlisted personnel to their home communities to meet with local influential community members and to discuss the variety of educational, career, and advancement programs the Navy offers. Although the program is specifically targeted to black and Hispanic communities, participation is open to other minorities when the Navy needs specific recruiting assistance. SEMINAR is performed in conjunction with PCS orders and, usually, the participant is entitled to per diem and travel allowances. SEMINAR participants must be volunteers in paygrades E-6 through E-9 or W-2 through O-6, Personnel in grades O-4 and below will be screened by their COs. There are no rate or age restrictions.

Referral Techniques

As we mentioned before, how you ask for a referral is more important than who you ask. If you walk into a room and ask who knows someone who wants to go in the Navy, rarely will a profusion of hands be raised. Ask who knows someone who needs money for college, a good job, training, travel opportunities, or financial security and you are likely to get a more positive response. When asking for referrals, we must paint a picture of the prospect we are looking for. People need some frame of reference to remind them of people they know who would benefit from Navy opportunities. Be creative, One particular y imaginative recruiter was working with a COI to get some new referrals. The recruiter asked, "Who do you know that I should be talking to – someone who has good potential but needs some new opportunities, someone who would make a good team player, someone who needs to continue his or her education, someone who can be a leader. . ." Each picture left the COI without a referral in mind. Finally, the recruiter asked, "Okay, I'll bet there is some young fellow who hot rods up and down your street that you'd like to send to boot camp." The COI smiled and said, "Now that you mention that, Johnny Smith is a really nice kid, but he loves to tinker with his car late at night. I did hear that he was looking for a job as a mechanic." With a bit more blueprinting, this recruiter was ready to make a solid referral contact. Another innovative recruiter, upon connecting with a wrong telephone number, began a friendly conversation with an elderly lady on the other end, apologizing for the inconvenience. He told her she sounded like a very nice person on the phone and asked if by any chance she was patriotic. She responded favorably. So the recruiter went on to ask if she could do one thing for her country that wouldn't cost her a dime, would she be interested. Again she responded positively. The recruiter then said, "Well ma'am, if you were the Navy recruiter here in town, and it was up to you to put three new sailors in the Navy this month to save this great country of ours, who would be the first three names that would come to mind?" Needless to say, the recruiter got three referrals, plenty of preapproach blueprinting, and a new friend of the Navy — all from a wrong number.

Referral Follow-Up, Feedback, and Recognition

The best way to continue getting referrals from any source is to be sure to follow up immediately, provide feedback, and give timely recognition. When recruiters receive referrals they should also do some blueprinting to include a good time to reach the prospect either by phone or in person. Then they should follow up on the contact as soon as possible. After contact has been made, recruiters should get back to the source of the referral to let them know the outcome. If the referral results in a contract, a request for referral recognition should be submitted immediately. The *Recruiting Referral Recognition Program,* COMNAVCRUITCOM-INST 5305.1, provides policy and procedures for requesting recognition, awards, and advancement for referrals that result in new contracts. By keeping the referral source informed, giving feedback on the progress of their referrals, and providing recognition, you are including them in the Navy team. Continued support from these individuals will be likely.

ADVERTISING

One of the primary goals of advertising is generating qualified leads for recruiter follow-up. Although recruiters do not purchase advertising themselves, they work the leads that are generated from it. There are two sources of advertising leads, local advertising and national advertising. Chapter 7 will cover advertising efforts in detail. In the next few paragraphs we will look at the prospecting, reporting, and follow-up of both local and national leads.

Local Leads

Leads generated from local advertising are processed through the NRD's LEADS tracking center (LTC). The LTC uses a system called the Local Effective Accession Delivery System (LEADS) to process responses to locally placed ads and direct mail. The *LEADS Tracking Centers,* COMNAVCRUITCOM-INST 1143.2, provides complete guidance and policy. Prospects call a special phone number at the NRD or send a response card back to the LTC. Trained interviewers screen the callers using a script to see if they are qualified and interested in talking to a recruiter. If they are, the LTC notifies the recruiter right away – within 30 minutes if possible – by phone and forwards a prospect card within 24 hours by mail. LTCs with three-way calling capability will get the recruiter on the line, introduce the prospect, and sign off. Recruiters must fill out a leads feedback sheet and return it to the LTC after working the lead. We must remember that these leads are interested in a job and training but not necessarily in the Navy. The prospects are prescreened, but it is still up to the recruiter to sell the prospect on the Navy.

RECRUITER FOLLOW-UP AND REPORTING.– Every qualified and interested lead sent to a recruiter includes a feedback sheet in the format of figure 6-3. These sheets must be completed and returned to the LTC within 15 working days. Lead attempts must be made daily until contact is made. Lead cards will remain in the working tickler for 4 months, or until contracted, disqualified, or otherwise made unworkable. Some LTCs may send qualified but not interested leads to recruiters. These are useful for market identification and future follow-up but do not require feedback.

LTC REPORTS.– The LTC supervisor provides several reports that are useful for leads effectiveness evaluation. The Enlisted LTC Production Report, Enlisted Leads Dispatch Report, and the RTC Dispatch Report are sent weekly to the chief recruiter (CR), zone supervisors (ZSs), and RINCs. The tracking reports for newspaper advertising and direct mail efforts are not usually distributed to the field but are available from the LTC if you want to review them.

ENLISTED LEADS FEEDBACK WORKSHEET

```
*******************************************************************
*  PROSPECT NAME:  [                                            ]  *
*        ADDRESS:  [                                            ]  *
*               :  [                                            ]  *
*      TELEPHONE:  [              ]                                *
*******************************************************************
```

Return to LTC by:__________

From: NRS______________________

To: LEADS Tracking Center

Subj: Enlisted LEADS Feedback

1. I contacted ____________________ on __________ and he/she was:
(prospect) (date)

( ) Not qualified for the Navy because ____________________
(reason)

____

( ) Not interested in Navy opportunities because __________

____
(reason)

( ) Interested and I am continuing to work the lead.

His/Her social security number is: ______________________.

____
(Recruiter)

Figure 6-3.-Leads feedback sheet.

● Enlisted LTC Production Report. This report is issued weekly and provides local lead and the RTC PRO-Navy referral lead information by station, zone, and NRD total. This report gives the number of leads sent for the week, month, and year to date along with fiscal year to date ratios for lead to contract. Supervisors should spend some time comparing these ratios to determine if their people are aggressively pursuing leads.

● Enlisted Leads Dispatch Report.This report lists leads sent to each NRS with name and phone number. The weekly dispatch report is a vital follow-up document for supervisors. Carry the report to station visits. These are cards you will want to see when checking for prospecting efforts. How a station works its leads usually tells a supervisor alot about its overall prospecting efforts.

● RTC Dispatch Report. This is a weekly report of all RTC PRO-Navy referrals sent by station and zone. Be cautious when analyzing these leads. Stations that work their DEP personnel vigorously for referrals before they ship may not receive many RTC leads or may have already contacted those that they do receive.

● Newspaper/Advertising Tracking Report. This is a monthly report generated by the LTC, The report lists all ads, number of times run, responses, and costs figured per qualified interested lead and contract, The LTC must make sure advertising is cost-effective. If you request ads be run in specific papers, the LTC will check for past productivity of advertising before placing new ads.

● Direct Mail Tracking Report. This is also a monthly report. It details direct mail efforts and figures cost per lead and contract for effectiveness tracking.

National Leads

The Navy Opportunity Information Center (NOIC) is a prime source of leads. The NOIC is a computerized lead fulfillment system that answers inquiries sent in response to national advertising in magazines, direct mail, public service, take-one cards, and all advertising with the NOIC reply address. The NOIC processes all inquiries made in response to advertising via the toll-free telephone number, 1-800-USA-NAVY. The NOIC prescreens leads for the recruiter based on information available on the response card. This information is usually limited to name, address, and phone number. Each prospect is sent literature and a personalized letter within 24 hours by return mail. The local recruiter's NRS address, phone number, and the hours of operation are included in this letter. The prospect is invited to contact the recruiter for further information. At the same time the letter and literature are mailed to the prospect, the NOIC will send the prospect's name to the recruiter on a 5 by 8 prospect card and to the NRD LTC by computer modem. If the inquirer has checked Call me on the reply card, a special notation prints out on the prospect card. The NOIC helps eliminate undesirable leads by rejecting invalid responses. Pranksters who use names of well-known public figures or multiple responses from an individual using the same address are also rejected. Additionally, names may be eliminated by the recruiter by sending in a name deletion form to the LTC.

NATIONAL LEAD TRACKING SYSTEM.– The National Lead Tracking Systems (NALTS) is the system used to track NOIC leads. The NALTS is a management tool designed to measure and improve the quality of nationally produced leads and to help you make goal. The only source of information for evaluating NOIC leads is the recruiter completed NALTS feedback card. This card is attached to every prospect card generated by the NOIC. The NALTS is a full loop follow-up system. Recruiters must return every NALTS card to the NRD LTC within 30 days. The LTC verifies each card for accuracy and updates the NOIC computer files via the NALTS Electronic Transmission (NET) system. Before returning the NALTS card to the LTC, recruiters must be sure a final disposition is provided for the lead by answering question 2, 3, or 10. Otherwise the lead is considered an open lead and cannot be processed. If the NALTS card is not returned on time, it is considered overdue and this is noted on a report to the CR. If after 105 days the NALTS card is still outstanding, it is considered delinquent. After 136 days the lead is automatically closed out.

NOIC NALTS REPORTS.– As part of the NALTS, the NOIC generates a series of weekly and monthly management reports that detail lead status and compare NRS/NRD/Commander, Navy Recruiting Area (CNRA) performance in following up on national leads.

NOIC Weekly Lead Dispatch Report.– The NOIC Weekly Lead Dispatch Report is distributed to all ZSs, It is an extremely effective tool to evaluate national leads follow-up. This report lists all eligible leads sent to NRSs for the week with the same information that was shown on the NALTS lead card. Overdue, delinquent, and force-closed leads are listed as well as NALTS field reported activities. ZSs should carry this report on station visits for eligible lead follow-up and immediately clear any overdue, delinquent, or force-closed dispositions. Even force-closed leads can be reopened and given a recruiter-supplied disposition by returning the NALTS feedback card, a blank NALTS card with appropriate information applied, or an accession reporting card.

NALTS Executive Summary.– The NALTS Executive Summary is a management report showing the performance of each station, district, and Area in following up national leads. This report reflects total leads sent to the field since the beginning of the fiscal year. It specifies those leads working, accessed or not accessed, and those that have not been reported on within allotted periods. The NALTS Executive Summary details from best to worst performance, national lead production based on ratios of leads accessed by enlisted leads for all districts within an Area, and enlisted and officer by all Areas.

NALTS RANKING REPORT.– The NALTS Ranking Report is a management report derived from the NALTS Executive Summary. It provides a quick overview of the national standing of each district and Area in the follow-up of both officer and enlisted leads in the major performance categories of overdue leads, tested leads, system force-closed leads, and accessed leads.

NALTS MONTHLY LEAD STATUS REPORT.– The NALTS Monthly Lead Status Report is an accounting report of all national leads that an Area, district, or station is handling during a fiscal year. The report is divided into four categories — leads in process, total accessed, total not accessed with reasons, and overdue leads not reported on and force-closed by the system. The performance of an Area/district/station in these categories can be compared to the national average of all Areas/districts/stations to determine if performance is above or below the national norm.

NAVY RECRUITING STATION AND ZIP CODE LISTING.– The station and ZIP Code listing provides to the NRDs the phone number, address, and hours of operation for the district and all stations within the district. It also provides a listing of all ZIP Codes and zone codes currently assigned to the stations as directed by the district and recorded by the NOIC. The NRS and ZIP Code listing is distributed monthly to the LTC for update or changes. The stations receive a copy of the ZIP Code territory listing for informational purposes only. The information on this report is used daily to direct prospects from national advertising to their local district and station and to issue NALTS prospect cards for follow-up.

PERSONALLY DEVELOPED CONTACTS

The *Science and Art of Navy Recruiting Manual,* COMNAVCRUITCOMINST 1133.6, defines personally developed contacts (PDCs) as a method of prospecting an individual with whom the recruiter initiates conversation to determine whether or not he or she is a candidate for the Navy. This method of prospecting is basic canvassing – getting out in your territory and canvassing the people you meet. PDC canvassing is not always easy. Some recruiters have a natural ability to initiate conversations. Others may be inhibited by a culture that teaches them not to speak with strangers. It takes a certain amount of confidence and enthusiasm to PDC. Recruiters should understand that rejection is not the end of the world. A no on the street should be no more traumatic than a no on the phone. The right approach to PDC canvassing will vary depending on the personality of the recruiter, but the following paragraphs offer suggestions to consider.

PDC Planning

A little planning goes a long way in developing PDCs. Familiarize yourself with your territory, You should know where to concentrate your PDCing efforts. Look for places where potential prospects congregate. PDCing will be a part of every itinerary, but should be scheduled at other times as well. Talk with business owners or others in the area that can recommend the best time to find the market you are looking for. Once primary canvassing targets and times are identified, each recruiter must develop his or her own approach and be aggressive in creating and using opportunities for initiating conversation. Always carry a good supply of calling cards and some small giveaway items.

Using the Appointment Power, Phone/PDC Script

The appointment power script is designed for PDCing as well as phone prospecting. Recruiters must use the script in a natural and fluid manner to be effective. This requires practice and real life application, Recruiters may want to tailor the script to fit their personalities and the style of the market they are prospecting.

Friend-Finding

Sometimes recruiters are intimidated by PDCing because they are looking for people to join the Navy. To help these individuals become more confident and comfortable with approaching strangers, have them try friend-finding first. Give them a wheelbook or other small notebook and send them, or better yet take them, out in their territory. The goal is to meet people and introduce themselves as Navy representatives. They should ask open-ended questions to find out a little about each person they meet. After each meeting, they should make appropriate notes in their wheelbook. As an example: Kyle Becker works afternoons at Pizzeria, likes baseball, plays first base for Milton High School, and has a brother in the Navy. Now, the next time the recruiter approaches this individual, it will not be as a stranger. The recruiter has some ready made conversation starters and can move on to the idea of an appointment or request for referrals. All the friend-finding efforts should not be limited to potential prospects. Have the recruiter approach potential COIs the same way. Somehow, going out to find a friend of the Navy is not nearly as awe-inspiring as going out to find someone to enlist.

Team PDCing

Another technique that can increase your PDCing contacts is team PDCing. Pair up recruiters to canvass an area. There is more confidence in numbers. It can be especially effective when you team inexperienced recruiters with those who have been productive PDCers. They can learn from each other and are usually more effective as a team than they would be alone.

Using Recruiting Advertising Items

Some recruiters like to PDC using a recruiting advertising (RAD) item. The RAD item gives them a reason for starting a conversation with the prospect and can serve as a lead-in. By referring to pictures and passages in the RAD item, the recruiter has a planned approach to conversation with the prospect.

PROSPECTING – AN ONGOING EVOLUTION

Prospecting is an ongoing evolution. Recruiters and supervisors who truly believe in their product cannot help but be constantly on the alert for someone who may benefit from Navy opportunities. Prospecting opportunities are everywhere. You stop on the way to work to pick up your dry cleaning. Perhaps the lady behind the counter has a son or daughter looking for college money. You go to lunch, the young man bussing tables looks bright and enthusiastic. The waitress says she wishes she had a chance to travel. You pick up a newspaper later in the day. The salesman has pictures of his family behind the register. You drop by the barbershop for a haircut. Several customers are waiting. They all know someone you could talk to about Navy opportunities if asked properly. You stop on the way home for milk and bread. The cashier is curious about your ribbons. The bagboy is wearing a letter jacket from a local high school with this year's grad date sewn on it. Later, you take your family out to a movie. You have the opportunity to talk with the ticket clerk, the usher, and the concession folks. Just look around. Potential sailors are everywhere.

ENLISTMENT ELIGIBILITY

Our discussion of enlistment eligibility will be abbreviated due to fluctuating enlistment requirements. Enlistment eligibility requirements are prescribed by the *Navy Recruiting Manual - Enlisted,* COMNAVCRUIT-COMINST 1130.8. Frequent changes are issued to this instruction due to current Navy needs. It is imperative that all recruiters keep their manuals up to date to maintain accuracy and integrity. Thorough blueprinting is necessary to ensure all eligibility requirements are met. In the following paragraphs we discuss basic enlistment eligibility requirements, program qualifications, waivers, and referrals to officer programs.

BASIC ENLISTMENT ELIGIBILITY REQUIREMENTS

Basic enlistment eligibility requirements (BEERs) are requirements that every enlistee must meet, regardless of the type or length of his or her program. BEERs categories include name, age, social security number, citizenship, education, dependency, prior service, Armed Forces Qualifying Test (AFQT) scores, drug usage, police involvement, and physical requirements.

Age

The minimum enlistment age for enlistment is 17 years old. Applicants who have not reached their 18th birthday will require their parents' consent. The maximum age for enlistment for nonprior service individuals is 34. They must not have reached their 35th birthday. The maximum age for reenlistment of individuals with prior service is determined as follows. Applicants must be able to complete enough service creditable for transfer to the Fleet Reserve before reaching their 55th birthday or complete 30 years' active duty service before their 65th birthday.

Social Security Number

All applicants must have a social security number before enlistment. Since 1943, the social security number has been used as the member's military personnel identification number upon entering the Navy.

Citizenship

To be eligible for enlistment in the U.S. Navy or Naval Reserve, an applicant must be a U.S. citizen, a noncitizen national of the United States, or an immigrant alien to the United States. An exception of this policy is the enlistment in the U.S. Navy from the Republic of the Marshall Islands and the Federated States of Micronesia. All other nonimmigrant aliens are ineligible for enlistment.

Education

There are three main education classifications – high school diploma graduate (HSDG), high school graduate (HSG), and nonhigh school graduate (NHSG). Traditional education is simple to classify, but the myriad of alternative education programs may prove more difficult. Consult your NRD education specialist (ED SPEC) for a classification on any education that does not fall neatly within the requirements listed in the *Navy Recruiting Manual - Enlisted,* COMNAVCRUIT-COMINST 1133.8.

HIGH SCHOOL DIPLOMA GRADUATE.– Included in this classification are applicants who fall into one or more of the following categories:

- They attended and completed a 12-year/grade day program of classroom instruction and have a locally issued diploma.

- They did not graduate high school but have attended a college or university and completed 15 semester or 22 quarter hours of college-level credit.

- They have a secondary school diploma awarded for attending and completing an adult education or continuation high school program. The key element is that the program must be attendance-based rather than competency-based.

- They have an associate of arts or higher degree from an accredited junior college, college, or university, whether or not the holder has achieved any type of high school diploma. All applicants with 4-year college degrees should be referred to officer programs. Be careful to preserve the applicants for enlisted programs if they do not meet criteria for officer selection. Officer program qualifications change often as do enlisted.

- They have completed their junior year in high school and are expected to graduate and receive a diploma within 365 days. These applicants are considered will-grads (11S) and are classified the same as HSDGs.

HIGH SCHOOL GRADUATE.– This classification includes applicants who possess one of the following certificates or diplomas:

- A general education development (GED) or other test-based high school equivalency certificate or diploma.

- An attendance-based certificate or diploma, sometimes called certificates of completion or attendance. A person who later gets a local- or state-issued diploma on the basis of an attendance credential is not to be considered an HSDG.

- A high school diploma or certificate from a correspondence or home study school that is accredited by the Accrediting Commission of the National Home Study Council.

- Completed at least 11 years of regular day school and has attended a vocational, technical, or proprietary school for at least 6 months and has a certificate of attendance or completion showing such.

NONHIGH SCHOOL GRADUATES.– This classification is used for applicants who do not have any of the previously discussed credentials. NSDGs must score 31 or above on the ASVAB to meet basic enlistment eligibility. The Commander, Navy Recruiting Command (COMNAVCRUITCOM) periodically takes management action that exceeds minimum standards. Consult the current fiscal year gosling letter to determine enlistment eligibility.

Dependency

Married applicants for enlistment in paygrades E-1 through E-3, except for married applicants reenlisting under continuous service conditions, must have no more than one dependent. Married nonprior service applicants should not be encouraged to enlist due to the potential hardship situation at the onset of their enlistment. There are no dependency restrictions on married applicants for enlistment or reenlistment in paygrades E-4 and above. All prospective enlistees, however, should be carefully screened for financial responsibility.

Nonmarried applicants who have dependents, but who do not have custody of the dependents, are considered eligible for enlistment or reenlistment with regard to dependency provided (1) they do not have more than one dependent and are not contributing to the financial support of more than one individual/dependent and (2) definite legal custody of the dependent has been awarded to a former spouse, parent, or another adult by order of a court of competent jurisdiction. Custody determinations are explained in detail in the *Navy Recruiting Manual - Enlisted,* COMNAVCRUITCOMINST 1130.8.

Prior Service

Prior service prospects are considered Navy veterans (NAVETs) if their last tour of active duty or active duty for training was in the Navy or Naval Reserve, they have been discharged or released for more than 24 hours, have completed a minimum of 180 consecutive days' active duty or active duty for training, and are E-4s or above. They are considered other service veterans (OSVETs) if they meet these requirements except their last tour of duty was in a branch of service other than the Navy. Applicants in paygrades E-1 through E-3 with less than 366 days' time in service may be enlisted as nonprior service. Considerable restrictions are placed on the enlistment or reenlistment of prior service personnel. Once you have determined that your prospect does meet the requirements for prior service processing, check with the recruiting zone (RZ) recruiter to see if current prior restrictions will permit enlistment.

Armed Forces Qualifying Test Scores

The Navy Recruiting Manual - Enlisted, COMNAVCRUITCOMINST 1130.8, gives minimum AFQT scores for enlistment and contains a matrix for determining success chances for recruits entering the Navy (SCREEN) scores. These minimum requirements are normally superseded by current gosling policy.

Drug Abuse

Navy policy does not permit the enlistment of drug- and alcohol-dependent personnel, current drug and alcohol abusers, or persons whose preservice abuse of drugs and/or alcohol indicates the probability of continued abuse. Some people, however, have clear potential to become creditable performers despite past exposure to drug and/or alcohol abuse. A matrix of waiver policy for alcohol and drug abusers is provided in the *Navy Recruiting Manual - Enlisted,* COMNAVCRUITCOMINST 1130.8. Separate waiver requirements are listed for basic enlistment and specific programs. Drug abuse is divided into four categories — alcohol; marijuana (THC, cannabis); stimulants and depressants; and narcotics, hallucinogenic, or psychedelic drugs. Additional requirements are listed for convictions of alcohol and drug abuse offenses.

Police Involvement

Charts are provided in the *Navy Recruiting Manual - Enlisted,* COMNAVCRUITCOMINST 1130.8, to classify offenses into four categories — minor traffic, minor nontraffic/minor misdemeanors, nonminor misdemeanors, and felonies. Waiver policy for civil offenses in each classification is also provided. Only offenses for which there is a conviction or adverse adjudication, or which have been processed through a pretrial intervention program require waivers. Blueprinting civil involvement must be thorough. Applicants may not think of traffic citations as criminal involvement. Others may believe juvenile records don't count. Ask specifically about traffic and juvenile records as well as any arrests. Also ask if they have any court action pending, including civil and criminal.

Physical Eligibility

Final determination of an applicant's physical qualifications for enlistment is a responsibility of the Military Entrance and Processing Station (MEPS) at which enlistment is performed, Recruiters should conduct a preliminary screening of applicants to detect those who are obviously physically unfit for military service. The Applicant Medical Pre-Screening Form, DD Form 2246, facilitates physical screening. Height, weight, and body fat requirements are provided in the *Navy Recruiting Manual - Enlisted,* COMNAVCRUITCOMINST 1130.8, as well as lists of conditions that are generally disqualifying or requiring supportive documents.

PROGRAM QUALIFICATIONS

Besides BEERs, many enlistment programs have specific qualification criteria. These are listed in chapter 3 of the *Navy Recruiting Manual - Enlisted,* COMNAVCRUITCOMINST 1130.8, It is the classifier's job to make sure all applicants are eligible for the program in which they are enlisted. Once personnel are in the DEP, recruiters should review program qualification criteria with the enlistees. Personnel in the DEP must be counseled to notify their recruiter in case of any change in physical characteristics or police or drug involvement.

WAIVERS

Applicants who require a waiver of any enlistment eligibility requirement or program qualification should not be processed unless they are considered to be particularly desirable applicants. Requests for waiver consideration are carefully weighed using the whole person concept as the general rule. The single most important aspect of a waiver request is the recommendation made by the CO. Final determination of acceptability for applicants who have been involved with civil authorities will be made after considering these additional factors:

- Nature of offense(s) and degree of participation
- Age at time of offense(s)
- Length of time since last offense
- Established pattern of offenses
- Success chances for recruits entering the Navy (where applicable)
- Record of behavior and attendance at school
- Home environment at time of offense(s)
- Results of home visit, interviews with school officials, probation officers, or other persons who are familiar with the applicant's reputation and standing in the community
- The applicant's motivation toward serving his or her country in the Navy

Most NRDs have a locally prepared waiver cover sheet on which the recruiter and RINC make their personal recommendations. Careful consideration should be given to the same whole person concept that is used to determine the waiver approval or rejection. There are times when an applicant may be well within waiverable limits in one area, but is so borderline in several others that waiver consideration should not be requested. The other side of the coin is that recruiters should be open-minded about applicants who may have a single waiver requirement but are highly qualified in all other respects, Stress to recruiters that they are giving their personal recommendation to the applicant. It is their word that they feel the individual would become a good sailor, an asset to the Navy.

SALES

Navy recruiting is definitely a business of sales, but different in concept and approach than most. Usually, selling involves the exchange of goods or services for a price. In Navy recruiting, we are selling the intangible — a Navy enlistment. Our sales do not involve an exchange. Instead, we offer opportunities and provide the motivation that will cause our prospects to take advantage of them. Our job is to establish faith, confidence, and belief in our product – the Navy. We use the art of persuasive communication to enable our prospects to see the value of joining our team. Most salespeople with a set product like encyclopedias or vacuum cleaners can use the same approach for all potential buyers. The value and benefits of their products are basically the same for every customer, The Navy means many things to different people. Its value is different for each individual. So, we must use consultative sales to tailor our presentation to our prospects' wants, needs, and dominant buying motives (DBMs). We ascertain their goals and show them how the Navy will help achieve them. Recruiting is actually the art of diagnosing and solving problems. The following paragraphs begin by covering the psychology of sales, the science of sales, and the steps of a sale. Next, we take a look at evaluating recruiters' sales presentations and using the sales script followed by a look at the competition.

SALES PSYCHOLOGY

A basic understanding of the psychological aspects of recruiting will help you understand yourself as well as other people. This understanding is fundamental to recruiting success.

The Law of Psychological Reciprocity

Professional recruiters understand the law of psychological reciprocity. This law says that if we give our prospects credit for their intelligence, then they are mentally and morally bound to give us credit for ours. We know that we must not challenge our prospects' beliefs. We tailor our presentations to our prospects' beliefs and desires. This law applies as well when you are dealing with your recruiters and people in general,

Basic Human Wants and Needs

When considering the psychology of sales, it is helpful to understand that people, ourselves included, have basic wants and needs in life. If we approach recruiting with prior knowledge and understanding of human beings, our chances of success will be enhanced. We will be building our sales presentation based on each individual's wants, needs, and DBM. Let's look first at the wants and needs that are common to all people. These are important tools in understanding human behavior. Figure 6-4 shows the basic human wants and needs in relation to each other.

BASIC WANTS. – The four basic human wants are the following:

- I want to live and be healthy. The most basic wants of all are life and health.

- I want to love and be loved. This includes the family love of parents, spouse, children, and other relatives as well as the social acceptance, admiration, and respect of peers, subordinates, and superiors alike.

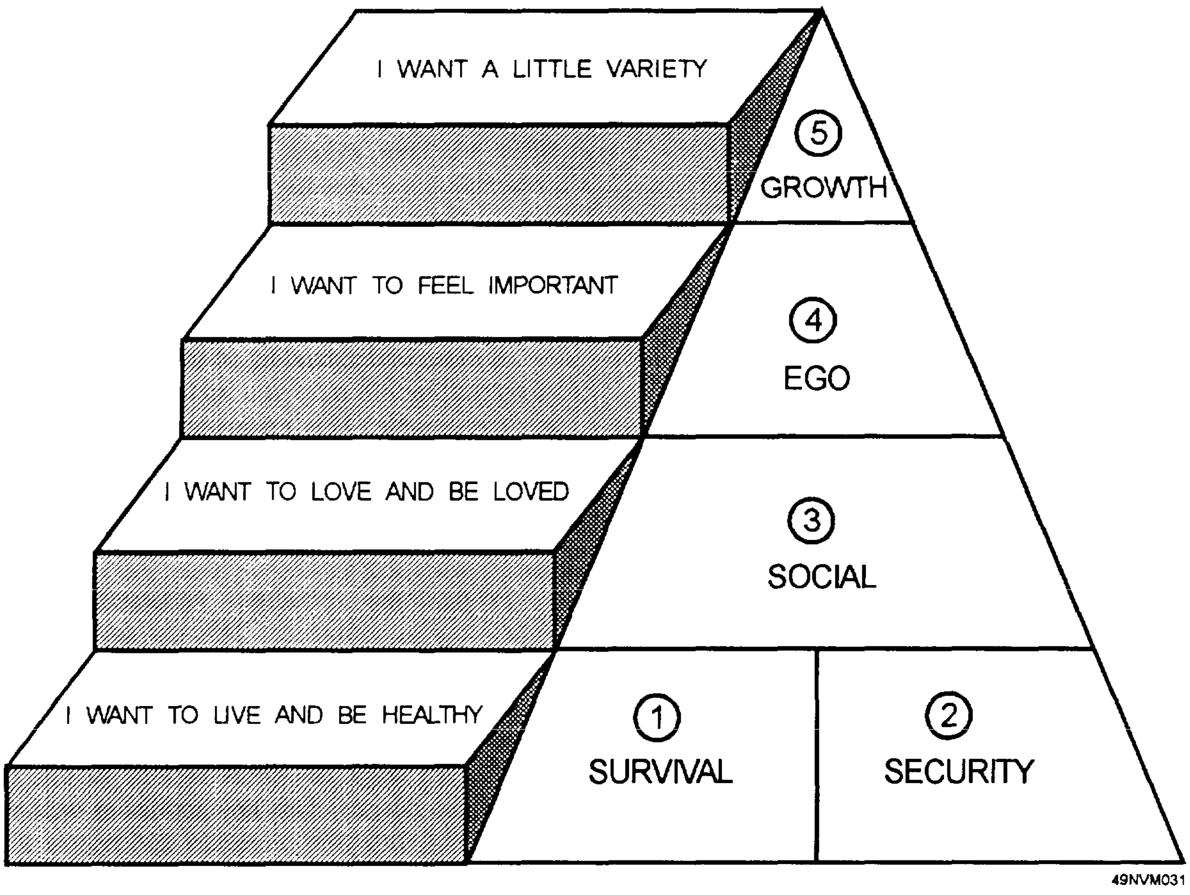
- I want to feel important. Everyone wants to feel that they have importance and self-worth.

- I want a little variety. It is said that variety is the spice of life. Variety can take many forms, from seeing different places, to doing different kinds of work, or meeting different challenges. Everyone wants to grow beyond their current horizons.

BASIC NEEDS.– The five basic human needs are the following:

- Survival. These are the basic needs such as air, food, water, and shelter. Obviously survival needs are the first needs to be considered.

- Security. Once most of our physical needs are met, we look ahead to future safety. Security needs relate to an orderly, stable, predictable environment. Stability can have a different meaning for different



THE FOUR BASIC HUMAN WANTS STAIRSTEP UP THE HUMAN NEEDS TRIANGLE. AS EACH LEVEL, STARTING AT THE BASE, IS ACHIEVED, THE NEXT HIGHER LEVEL BECOMES MORE IMPORTANT.

Figure 6-4.—Basic human wants and needs.

people. Some may simply want a job with no layoffs. Others want money in the bank, insurance, or a paid-off mortgage before they feel their security needs are completely met.

- Social. If most survival and security needs are met, then social needs emerge, Love, approval, and acceptance by others constitute social needs. Social needs include the feelings for others as well as the receipt of those feelings.

- Ego. All the needs that make us feel more important fall within the category of ego or esteem needs. At this level, it becomes increasingly difficult to make exact distinctions between needs. The need to belong to and be identified with a group is just a short step from the need for status and recognition by the group.

- Growth. Even when people have satisfied most of their ego needs, they usually feel the urge to move on to a higher level. Growth needs involve self-fulfillment, sometimes called self-actualization. We must remember the differences between people. The average person has as much capacity for self-fulfillment as the outstanding leader in any field. Each person has a different measure of his or her own growth needs.

The needs listed previously are in order of relative importance. People generally will take care of their basic needs first and as each is achieved move to the more complex needs. Why would this information be important to our recruiters? If they understand the wants and needs of all people, they can more easily anticipate behavior and reactions of their prospects. By finding what needs their prospects have already satisfied, recruiters can better design their sales presentation to include the fulfillment of those needs that the prospects are still reaching for.

Qualities of a Professional Navy Recruiter

Two qualities that are important to the professional Navy recruiter are empathy and drive. Empathy is the ability to perceive what other people are feeling and to relate to them in their frame of reference. It bears directly on the recruiters' abilities to identify their customers' interests and needs and to be sensitive to their reactions. Drive is a motivational force that makes goal attainment important. Recruiters with drive like to win for the sake of winning. It is very important to these recruiters to make their customers do what they want them to do – go Navy. Figure 6-5 illustrates the need to balance the right combination of empathy and drive to be successful.

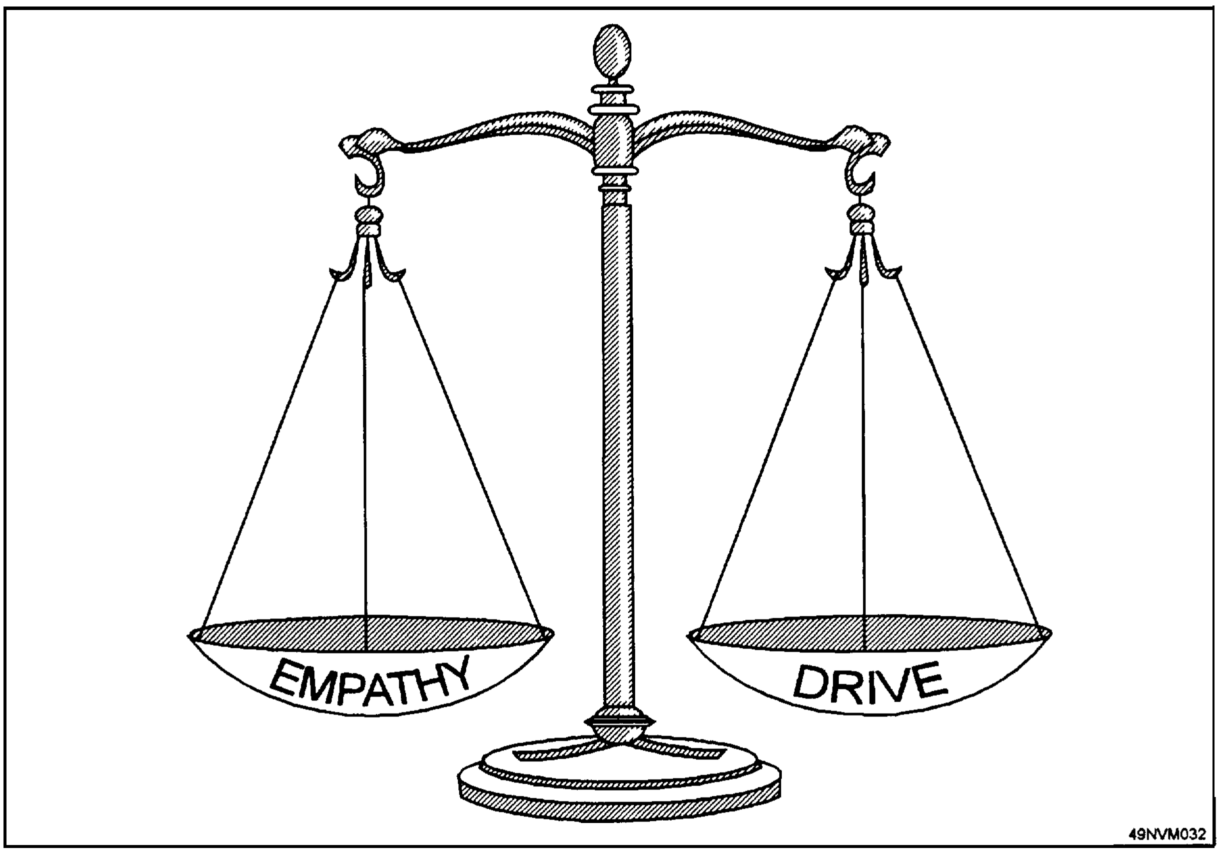


Figure 6-5.—The professional Navy recruiter balances empathy and drive.

The following are some qualities shared by recruiters with drive and empathy:

- They have an interest in people and a genuine desire to help them, beyond getting another mark on the wall.

- They are generally able to establish rapport and gain credibility because of their sales ability to relate to people and win their confidence.

- They can relate to the prospect's frame of reference and, therefore, tailor their presentations to reflect the prospect's needs and interests.

- They have a feel for their territory and what will sell there.

- They have enough personal motivation so they can work on their own, coping with the strain of monthly goals, being the forgotten sailor, and any perceived neglect up the line.

- They enjoy recruiting and the challenge it presents.

- They have the motivation to be a good prospector and to make the extra effort necessary to bring in the sale.

- They are able to counter objections and any negative public image of the Navy or recruiters in general because of their belief in themselves (both their abilities and their inherent worth) and the Navy.

A Healthy Attitude Toward Failure

The very nature of sales prevents us from making every sale. We just don't win every time. Recruiters must develop a healthy attitude toward failure. Failure in a sales situation should be a learning experience— an opportunity to practice technique and perfect performance. Failure can be seen as the negative feedback we need to change course in our direction. Failure is also an opportunity to develop our sense of humor.

Crippling Traits

The following characteristics were judged by buyers to be bad enough in and of themselves to prevent closing a sale. They are known as the sales cripplers and the public enemies that the supervisor must hunt down and overcome.

DISBELIEF.– Disbelief in selling, the product, Navy policy, superiors, or themselves can effectively cripple a recruiter. Signs of disbelief are usually easy to identify. Watch out for the following signs of disbelief and take immediate action to prevent the spread of the crippling disease.

- In selling. Recruiters may make statements like "Selling is a game, a racket; selling is a stopgap until a good job comes along; selling is a real tough and miserable occupation." Their disbelief may, however, be shown in more subtle ways. Watch attitudes and body language that may be telling you the same thing.

- In product. Recruiters who feel product knowledge is unimportant are showing disbelief in their product – the Navy. Listen for contemptuous attitudes or references to the Navy. Those who do not personally recommend the Navy are not going to be successful recruiters.

- In Navy policy. Occasionally blowing off a little steam is natural; but, when the beefing becomes habitual or excessively derogatory, you must take measures to stop it. You should lead the way in displaying your belief in Navy policies and never allow inaccuracies, griping, or defamation in front of the public.

- In superiors. Making superiors out to be scapegoats and otherwise showing them contempt erodes the chain of command and morale. Recruiters who do not believe in their superiors often lack the conviction to give the extra effort to attain team goals. Disbelief in superiors also may show itself in more passive ways. Recruiters who have no belief in their superiors often are less confident, afraid to take initiative, and may feel they are not getting the support they need.

- In themselves. Recruiters who do not believe in themselves may be recognized by a lack of confidence and assertiveness. They may try to overcompensate for this lack of belief by putting forth the opposite image, appearing boastful or belligerent. Also watch for recruiters who avoid certain buyers. They may be telling you indirectly that they do not feel they have the ability to sell that type of prospect.

LACK OF CARE. – The other characteristic that can cripple your recruiters is a lack of care. Recruiters who do not take care of themselves and their belongings can turn off prospective buyers. Be alert to recruiters who fail to maintain their health or have a tendency to complain about it often. Constantly sneezing or coughing during phone calls can ruin phone power. Unsightly appearance, such as dirty hair or nails and disheveled uniforms, can also be a crippler. Take note of recruiters' surroundings. Is their desk clean and free from clutter? Are the government vehicles they drive maintained and cleaned regularly? A little care can go a long way in establishing a professional image.

THE SCIENCE OF SELLING

The science of selling can never be an exact one. There are, however, certain attributes that we know can lead to success. What characterizes a truly professional recruiter as opposed to the nonprofessional? Professional recruiters think of their prospects first, last and always. They build their circle of success from their product knowledge, selling skills, and selling attitude. Above all, they have a positive mental attitude. Let's take a closer look at the circle of success and positive mental attitude.

The Circle of Success

The circle of success, shown in figure 6-6, represents 100 percent of a recruiter's success potential. As you can see in the figure, product knowledge accounts for only 15 percent of that potential. The other 85 percent is made up of selling skills and selling attitude. Many recruiting leaders will tell you that selling attitude should actually represent over half of the circle of success. Product knowledge, selling skills, and selling attitude are the attributes of a professional recruiter.

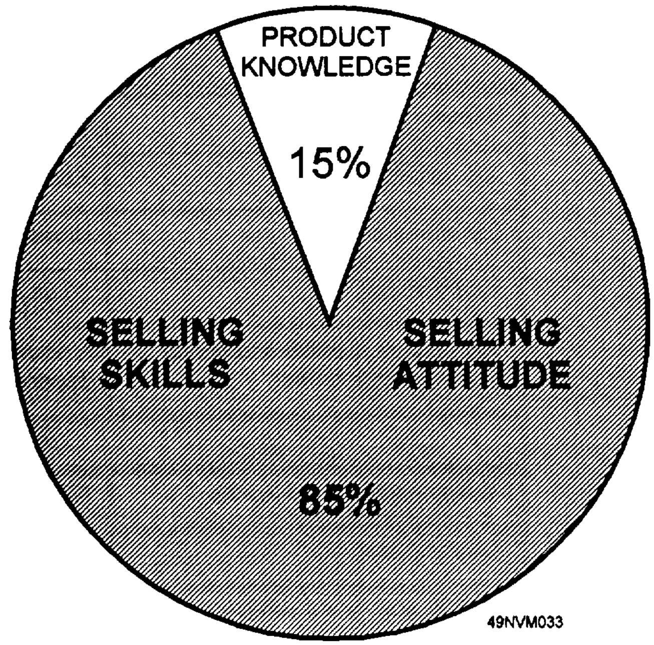


Figure 6-6.—The circle of success.

PRODUCT KNOWLEDGE. – Recruiters should be savvy on Navy programs and opportunities. New recruiters, especially those with a relatively short time in service should compile a fact sheet or notebook to remind them of some of the basics of Navy benefits. Figure 6-7 provides an example of a desktop reminder sheet recruiters can use. It is not intended to be used as an applicant handout.

SELLING SKILLS.– Knowing how to sell is not enough by itself. Recruiters also should understand the why and when for each step of the sale. Later in this chapter we delve into the specifics of the interview process.

SELLING ATTITUDE.– A selling attitude includes the recruiters' attitudes about themselves, others, and the job itself. A selling attitude is the most important ingredient in the circle of success. You probably remember prospects that joined the Navy though you barely discussed Navy opportunities. They joined because of your attitude. Not only will the right selling attitude contribute to your recruiting success, it will also contribute to your personal quality of life. By the right selling attitude, we're referring to a positive mental **attitude** (PMA).

Positive Mental Attitude

We've all heard about having a PMA, so, what exactly does that mean? PMA is the belief in your ability to do the job well. PMA is the result of enthusiasm and confidence.

ENTHUSIASM.– Enthusiasm is a must for sales. Enthusiasm comes from knowing your product and believing that your product will truly benefit your prospect. This knowledge and belief makes recruiters want to go out and show every prospect how the Navy can benefit them.

CONFIDENCE.– Confidence comes from a combination of technique and analysis. Technique

NAVY BENEFITS		
THE JOB		
Variety - over 60 jobs	Responsibility	Leadership/management
Job security	Recognition	Advancement
Civilian-related jobs	Cross-training	Experience
Paid training	30 days' paid vacation	Equal opportunity
100 percent medical and dental coverage for member	Medical and dental plan for dependents	Low-cost life insurance
MONEY		
Steady paycheck/no layoffs	Free room and board	Free medical and dental care
Advancement	Longevity raises	Cost of living raises
Special duty and incentive pays	Tax breaks (federal and some states)	Exchanges and commissaries
Credit unions	BAQ and VHA	Military discounts
TRAINING		
Paid training	Formal training	Experienced instructors
On-the-job training	Advanced training	Leadership training
Cross-training	Physical training	Classroom training
National Apprenticeship Program	General military training	Train on state of the art equipment
TRAVEL		
Immediate travel	Shorebases around the world	Ship cruises
Experience different cultures	Air Mobility Command (AMC) flights	USO tours, MWR discounts
Military discount for civilian transportation	Meet people from other countries	Indoctrination on foreign customs
COLLEGE/EDUCATION		
Montgomery G.I. Bill	Tuition assistance	DANTES courses
Vocational/technical schools	College credit for Navy experience	Free CLEP exams
Free GRE exams	ACE credits	Navy CAMPUS
Program for Afloat College Education (PACE)	SOCNAV	Enlisted Educational Advancement Program (EEAP)
Enlisted Commissioning Program (ECP)	Extension courses conducted on most bases	Education specialists

Figure 6-7.—Navy benefits reminder sheet.

involves knowing how to use sales skills. Analysis requires recognizing and evaluating successes as well as failures.

STEPS OF THE SALE

Selling is not a step-by-step, mechanical procedure. Why then do we require all recruiters to perform a step-by-step sales presentation in ENRO? By learning the steps of a sale, recruiters have a means of control. They can understand where they should go, whether they should skip a step or go back a step. We do not actually use a script in Navy recruiting. Instead we define the steps of the sale and provide recruiters with verbal bridges to transit from one step to another. Surely, you have heard recruiters complain that the script just doesn't work. Perhaps they have used the bridges as a script without understanding the purposes of each step and when to use them. Another possibility is that they have not committed the bridges to memory well enough to deliver them naturally. Sales training is extremely important. It can be such an all-encompassing subject that you should take time to determine where your training needs to be concentrated. Now let's look at blueprinting and the five steps of the sale.

BLUEPRINTING

Blueprinting, simply stated, is fact-finding, before and during your interview. The purpose of blueprinting is to reduce or eliminate call reluctance. Call reluctance is a fear based on concern for self instead of the prospect. The more you know beforehand about a prospect, the more confidence and enthusiasm you can have in making a contact, whether on the phone or in person. Blueprinting starts with the few questions you asked when setting the appointment. It gets more in-depth during the first step of the sale and continues during the entire interview process. There are five categories of blueprinting questions: qualifications, authority to buy, wants, needs, and DBMs.

Qualifications

After some basic rapport has been established, recruiters should complete the qualification questions. Caution recruiters not to jump right in with an interrogation of the prospect before they have achieved rapport, The prospect card itself should be left alone during the initial phase of setting rapport. Some prospects will be distracted and overly concerned if they get the idea paper work of some kind is being initiated. The Privacy Act statement should be used at this time. The prospect card is used to document the social security number, date of birth, citizenship, education, dependents, and any prior service or previous ASVAB testing. Most of this information can be obtained during normal conversation. Then, the recruiter should remind the prospect of the Privacy Act, make sure rapport has been maintained, and continue with the qualification questions on the back of the prospect card concerning physical, police, and drug usage. Questions concerning an applicant's qualifications should be asked in a natural tone of voice and not lead the applicant toward any desired response. Thorough blueprinting of qualification information is necessary to avoid wasting both the recruiter's and the prospect's time.

Authority to Buy

Authority to buy refers to the prospect's ability to make the decision to enlist without needing to consult with another person. Seventeen-year-old applicants obviously do not have the authority to buy because they will need parental consent. Your question then may need to be phrased, "What do your folks think about your coming down to see a recruiter today?" Age, however, is not the only criteria for authority to buy. Many prospects, 18 years of age and older, rely on advice from others before making decisions. Generally, authority to buy can be determined by asking the question, "Is there anyone you need to consult with before making a major decision?" Not having the authority to buy does not mean halting the interview process. It simply lets you know that the sale will probably not be over at the end of your presentation. You may have to make additional presentations or rely on the prospects to sell their authority.

Want

This blueprinting question is designed to find out what the prospect is looking for in life. It may be tangible, such as a college degree or a fancy sports car. It may be a career field, such as a job in electronics or mechanics. Questions such as "What do you plan for after graduation? What do you want out of life? Now that you've been out of school for a while, what do you want to do?" may help to elicit the prospect's want. Some prospects may not know what they want. Young people face an extremely difficult milestone when they are expected to make decisions about the rest of their life. They are not all up to the task. You should help these prospects by suggesting several general wants as choices. Be very careful not to narrow down their choices too much so they make a choice simply because they feel they must pick one. If prospects appear especially perplexed about what they want, you might ask, "There are so many choices in the world today. Are you looking for a little direction?" This makes a great unit of conviction, which we'll discuss later.

Need

The need is what the prospect feels he or she must have to attain the want. Let's say the want was a good job. Your next question would be, "What do you feel you would need to get a good job?" Remember, it's what the prospect feels he or she needs to fulfill the want, not necessarily what you believe he or she will need.

Dominant Buying Motive

The number one emotional impulse that will cause your prospects to buy is called their DBM. The DBM is an emotional fulfillment caused by the attainment of the want and need. This may be the hardest blueprinting question to get an answer to. Prospects have often been asked what they want in life, even more often told what they need, but rarely has anyone asked what all that would do for them in the future. Let the prospect take time to answer. You can't lead them on this blueprinting step; it must come from within themselves. The DBM is why prospects want to do or achieve something in their lives.

We must understand that buying decisions are emotional rather than logical. Figure 6-8 illustrates that only 10 percent of a buying decision is based on the stated obvious benefit or logical reason while 90 percent of the buying decision is based on the nonstated emotional drive. Like in the case of the iceberg, only the logical reasons are usually apparent. Prospects will readily tell you that they want a good job, education, or travel. The recruiter's job is to dig down to the bottom of the iceberg and find the prospect's nonstated emotional drive. Only then can the recruiter make an effective sales presentation. The recruiter's chance of selling a prospect on the obvious benefits is increased by knowing the emotional drive behind the stated want. If you know and can fulfill the prospect's DBM, the sale is almost closed.

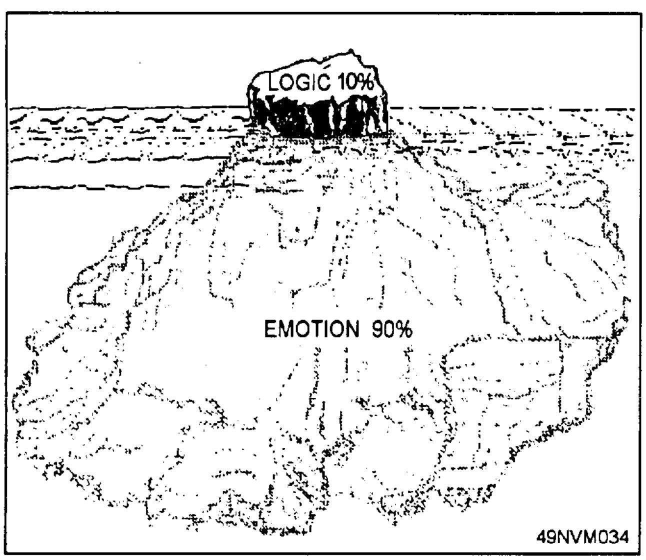


Figure 6-8.—The DBM is like the bottom of an iceberg.

To find a prospect's DBM, ask questions like "I know a college degree is important. Once you have the money and earn that degree, what do you feel it will do for you?" or "Once you have the training and get that good job, how do you feel you will benefit most from it?" Although we are trying to determine the prospects' emotional benefit, try to avoid asking how attaining the want and need will make them feel because they are likely to respond with an adjective like good, better, or great.

Translating

Real life is never as simple as we make it appear in discussions of sales technique. Prospects have never studied sales; therefore, they don't always respond as we plan. The art of persuasive communication includes the ability not only to hear what your prospect is saying but also being able to translate that as well. For instance, you ask the prospect what he wants in life. He answers that he really wants financial security. Hmmm, security of any kind constitutes an emotion and that means DBM. Don't let it throw you. Simply ask the prospect what would give him financial security. The response might be "A good paying job." You now have the want and the DBM. All you have to do now is ask what the prospect feels he would need to get a good paying job, and you can summarize and move along to the next step of the sale. Another example of being able to translate what the prospect is telling you to sales terms we use to build our presentation is picking up on clues. Let's say your prospect tells you he is really bored with small town life, asks if you really have bases like the tropical scene on a poster in your office, and looks longingly at all the places marked on the world map that you have been stationed. You ask what he really wants in life. He says he just doesn't know, but it's not in this town. It's a pretty safe bet that this young man is looking for travel.

An even more challenging translation is required by the prospects who do not give you honest answers to your want, need, and DBM queries. Another prospect shows up for an interview. During the initial conversation you ask her how school is going, and she replies, “Okay, I guess, but I’ll be glad when it’s over. ” You get to the point of asking what she wants after graduation from high school. She tells you that she wants to get a college degree. You ask what she feels she needs, and she replies, “Nothing much, Mom and Dad will pay for everything.” She continues to tell you that she just hasn’t decided on a college yet, even though she graduates next month.

Some prospects are going to tell you what they feel they are expected to say. It is up to the recruiter to pick up on clues and get the real answers. If this prospect wants a college degree and the needs to that end are already met, why then has she come to the recruiting station? Other clues are that she will be glad when school is out this year and she has not yet decided on a college. That procrastination should tell us that she has not been convinced that is what she really wants. At this point, we cannot challenge our prospect by saying we don’t believe she really wants a college degree. Instead, we can let her know that yes, a college degree is important. The Navy can certainly help her with it, but what else does she really want in life? The ability to translate what our prospects tell us is an art form that starts with good listening skills.

CONVERSATION

The purpose of the conversation step of the sale is to get the prospect listening to you and liking you. There are no magic bridges in the conversation step. It should be a natural interaction between the recruiter and prospect that allows them both to relax and be comfortable with each other. You are getting to know the prospect and, just as importantly, the prospect is getting to know you. First impressions are important. People normally make their first judgement about someone they’ve just met within the first 7 seconds. That’s not long to impress the prospect, but a professional appearance, warm greeting, and genuine smile can make a positive effect. The following paragraphs provide guidance on establishing and maintaining rapport with the prospect, some conversational ideas and rules, and the conversation summary.

Establishing and Maintaining Rapport

The first goal in the conversation step is to set rapport. To accomplish that goal, the recruiter should keep in mind the primary rule in making a favorable first impression – to forget about yourself completely. Instead of thinking about your own nervousness, think of the prospect’s and do everything within your power to relieve that discomfort. Your most valuable tool in establishing and maintaining a conversation is the question that requires more than a yes or no answer, an open-ended question. Prospects are usually more comfortable when they can participate in conversation by answering questions.

CONVERSATION IDEAS.– Asking open-ended questions about mutual interests or acquaintances can be a great conversation starter. You might start with an example-type story about someone you know who went into the Navy who has something in common with the prospect. Use exhibits, displays, pictures, or Navy-related items around the office to generate a conversation. Curiosities, compliments, and services are all ideas you may want to try for openers. Some very successful recruiters like to use a trial close as a conversational starter. They ask their close in a lighthearted way that’s easy to back away from if needed. An example would be, “We’ve got our ship parked out back, are you ready to get aboard?” or “Come on in, I’ve got two chairs here, one for those who are ready to join, and one for those who want to talk about the Navy a little first – take your pick.” The prospect card, itself, can be a great conversational tool when used correctly.

CONVERSATIONAL RULES.– Even though the conversation step of the sale is highly individualized, a few rules that everyone should follow to make this step fulfill its purpose are as follows:

- Listen carefully, providing verbal and physical feedback.
- Smile – be relaxed and pleasant,
- Don’t smoke.
- Don’t handle your prospect.
- Watch your prospect’s body language and be aware of yours.
- Don’t challenge your prospect’s beliefs.

- Don't sell out of bounds.

Conversation Summary

After we have talked with our prospect for a while, we can sense the rapport and probably have some feel for qualifications, want, need, and DBM. To complete our qualifying questions, we might lead into this phase with something like this:

- "John, I do want to talk with you in a little more depth. Do you mind if I get your answers to a few more questions?"

- Advise the prospect of the Privacy Act as necessary.

- Complete the qualifying questions using the prospect card as appropriate.

Once you have qualified your prospect, you might return to questioning toward determination of DBM. Once you feel that you have the prospect's DBM, you should summarize the want, need, and DBM by confirming them individually. This helps to focus the prospect's mind on his or her problems and to ensure your understanding. Here is an example summary. "John, let me see if I understand you correctly. You said you want to travel. Is that correct? You also mentioned that you need money to travel. Is that correct? And once you get the money to travel, you're going to have the variety in life that you've been looking for. Is that correct? Did I miss anything'?"

At the end of the conversation step of the sale, your prospect should be mentally saying to himself or herself, "He's a nice guy, I like him," or "She's a nice gal, I like her."

CURIOSITY

In the previous step we have actually been trying to sell ourselves. Now we are going to make the prospects hungry to hear our proposal. This step is missed by more salespeople than any other. It is easy enough to conclude, however, that if the prospects are not interested in what we are talking about, we are wasting our breath. The curiosity step will arouse their interest and give them a reason to pay attention.

Verbal Bridge

We briefly mentioned that Navy sales uses a series of bridges rather than a script. The purpose of a verbal bridge is to provide a smooth flow of conversation from one step of the sale to another. Figure 6-9 provides a ready reference to the verbal bridges in the sales process.

Verbal Bridge From Conversation to Curiosity

The first verbal bridge is used to make the transition from conversation to curiosity. The bridge used is the following:

"The reason I mention (ask) this, we have a way for you Want, Need, DBM Navy
(DBM-Related Claim) (Product Identification)

The idea of the bridge into curiosity is to make the prospects hungry to hear more as you tell them that they can realize their want, need, and DBM right here in the Navy. An example would be as follows:

"The reason I mention this is that we have a way for you to get that good job with training and experience so you can have a secure future right here in the United States Navy."

At this point you want your prospect thinking or even saying, "Tell me more."

CONVICTION

The next step of the sale is conviction. The prospect is now anxious to hear how we can satisfy the want, need, and DBM. In this step we will provide a presentation of conviction units and evidence to convince our prospect that our proposal will solve his or her problem.

Bridges From Curiosity to Conviction

Four bridges are provided to provide a smooth flow into the conviction step. Your choice is optional and any combination that works for you will accomplish the purpose.

"Based on what you told me. . ."

"For example. . ."

"You mentioned earlier. . . "

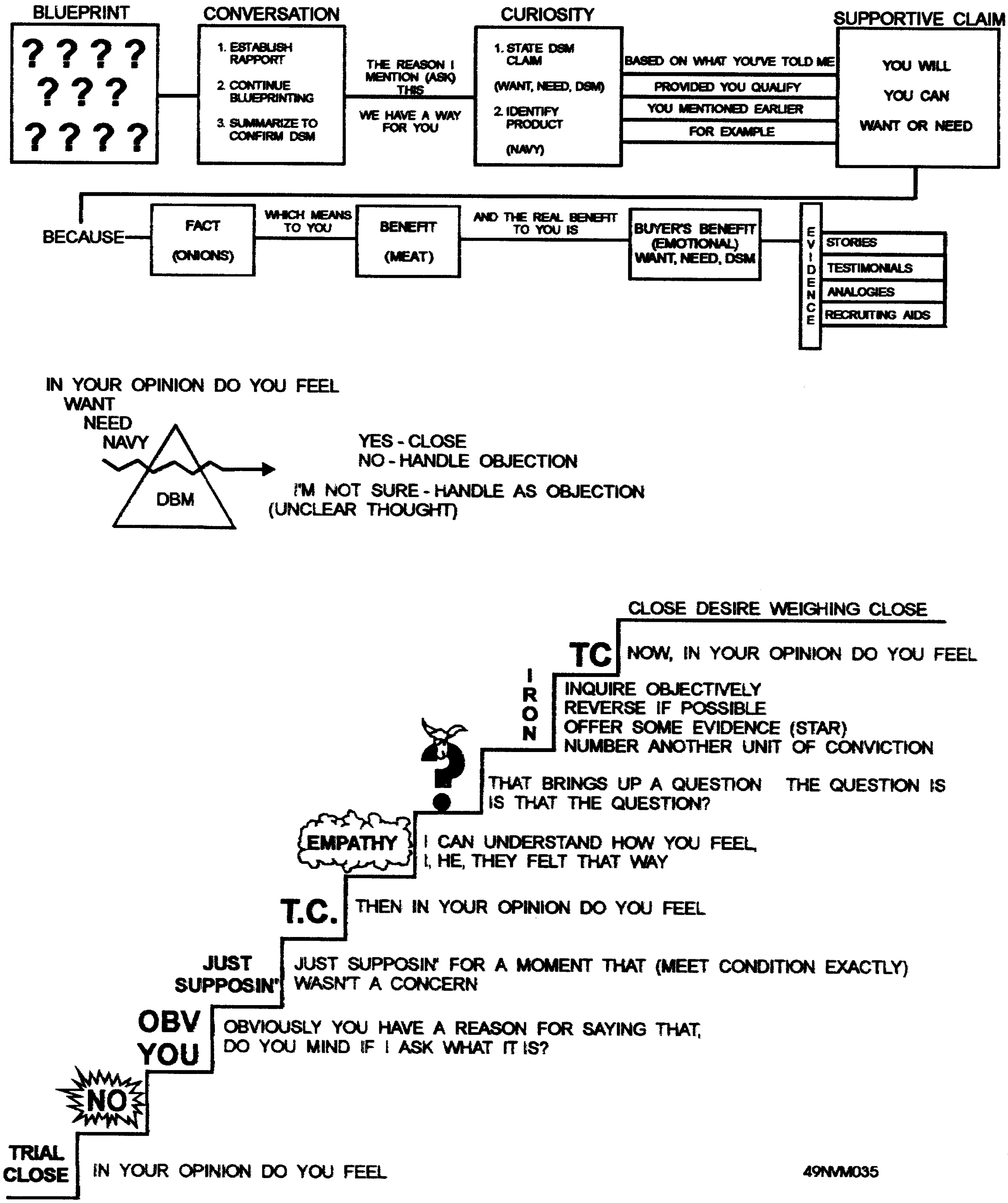


Figure 6-9.-Verbal bridges in the sales process.

"Provided you qualify. . ."

Unit of Conviction

Next, you will develop your unit of conviction to help the prospect justify buying your proposal. A unit of conviction is made up of a supportive claim, a fact, a benefit package, and the buyer's emotional benefit all tied together with verbal bridges.

- Supportive claim. The supportive claim starts with "You will" or "You can" followed by attainment of the want or need. For example, "You will get to travel. . ." or "You can get a college degree. . ." are both supportive claims that will be expounded on. When possible, the supportive claim should be built on the want. If the prospect has his or her want, the need becomes immaterial.

BRIDGE: Because. . .

- Fact. This step of conviction is used to state a short fact that will be further explained in the benefits package. For example, ". . the Navy is a great place to start, . ." or ". . the Navy is a worldwide organization. . ." could be used for facts.

BRIDGE: Which means to you. . .

- Benefits package, Now we are ready to get to the real meat of the presentation. Give enough information to prove your supportive claim. Usually, narrowing down the benefits to four or five main ideas will be most effective. You want to give enough information to help the prospects justify buying but not so much that you overwhelm them. Make sure each of the benefits that you expound on relates to the prospect's want or need that you have used in the supportive claim.

BRIDGE: And the real benefit to you. . .

- Buyer's emotional benefit. At this point you want to tie it all together by letting them know with the Navy's benefits they will be able to realize their DBM.

Let's take a look at a couple of examples of units of conviction.

"Dustin, based on what you've told me and provided you qualify, you will get to travel because the Navy is a worldwide organization; which means to you that you will start your travel from the first day of your active duty by traveling to the Recruit Training Command in Orlando, Florida; San Diego, California; or Great Lakes, Illinois. After that you'll receive training at one of the fine naval training centers located across the United States. It won't stop there, Dustin. Our ships visit foreign ports most people only read about and we have Navy duty stations around the world. Also, you'll have the benefits of being able to use our Navy travel services for reduced airfare on commercial flights or flying free on military aircraft This map shows all the countries I have visited while I've been in the Navy and that postcard next to it is from a young man who graduated from high school last year and is now stationed right there in Hawaii. And the real benefit to you is that with the travel and pay benefits in the Navy you will have the variety in life you said was so important to you."

"Daniel, based on what you've told me and provided you qualify, you will get that direction in life you are looking for because the Navy provides guidance throughout your career which means to you that starting with your visit to the Military Entrance and Processing Station, the Navy's classifier will sit down with you and find you a career field based on the potential you have shown on the Armed Service Vocational Aptitude Battery and your own desires. Not everyone gets a chance to see where their best potential really is before deciding on an occupation. I will continue that guidance while you are here in delayed entry. I'11 make sure you are thoroughly prepared for recruit training. In recruit training, professional petty officers will indoctrinate you on the Navy way of life so when you report to your first command, you'll have a good idea of how the Navy works. During your training period, some of the most knowledgeable and experienced technicians in the world will provide further direction by teaching you the intricacies of the career field you have chosen based on the classifier's advice. Throughout your Navy career, direction and guidance will be provided. We have career counselors assigned to every Navy duty station whose job is to make sure you have the best advice possible about career, training, and education decisions. Let me show you an article from our local paper. This is a picture of Johnny Jones. He joined the Navy last year. He had no idea what he wanted to do for a career until he had the chance to sit down with the Navy classifier and find out where his potential was. He was surprised to find that he had an aptitude for mechanical jobs and this article proves that was true. He was meritoriously promoted at his first command for being one of the top Aviation Machinist Mates on board, And the real benefit to you, Daniel, is that once you have direction in life, and some career guidance, you will have that self-satisfaction you're looking for."

Evidence

You'll notice that, in our examples, the recruiters showed the prospect a map, a postcard from a prior recruit, and a newspaper article to illustrate Navy opportunities. This is called using evidence. The purpose of evidence is to add credibility to your words when you feel the need to be more convincing, Evidence can be used anytime, but is especially effective toward the end of the conviction step of the sale. Visual evidence is especially effective. The saying "a picture is worth a thousand words" is proven in sales. People normally are more likely to believe what they can see. There are four types of evidence that are represented by the acronym STAR:

- Stories. A story-type example about yourself, a shipmate, or another prospect. Stories are especially effective if you can relate one about someone from the prospect's own school or area.

- Testimonials. A testimonial is verbal or written proof of your benefit. A letter from a recruit, a copy of your college degree and an explanation of how you used Navy education programs to obtain it, or a newspaper article about a hometown recruit realizing some of the prospect's own desires are all examples of testimonials.

- Analogy. An analogy is a comparison. A good example of an analogy is to compare getting a college degree in the Navy with traditional 4-year institutions. Another might be to compare a military pay chart and added monetary value of benefits with what a prospect is now being paid. The idea is to compare your evidence with something the prospect can relate to.

- Recruiting aids. A multitude of recruiting aids can provide additional proof during your unit of conviction. Supporting materials are especially effective when explaining benefits such as educational opportunities and training programs.

THE SUBTLE SIGNALS

Recognizing a prospect's buying signals can help shorten your interview time by as much as 50 percent and sometimes even save a sale. We've all heard of body language. Subtle signals are the individual gestures, expressions, actions, and verbalizations that make up body language. A recruiter must become experienced at reading these subtle signals that can tell him or her how the prospect actually feels about what is being said or shown. Subtle signals can be positive buying signals or negative signals. Buying signals are defined as anything the prospect says or does that indicates mental ownership. Negative signals indicate lack of interest or belief.

Buying Signals

Buying signals may be either physical or verbal. The following are provided as examples, but are by no means all-inclusive:

- Physical buying signals. Stroking the chin, sparkling eyes, sudden relaxation, suddenly reexamining a product-related object or recruiting aid, or suddenly becoming friendlier

- Verbal or audible buying signals. Exhalation of breath, friendlier tone of voice, asking questions that indicate the prospect is mentally involved in some aspect of Navy life; for example: "How much will I get paid?"

Negative Signals

Recruiters must be just as receptive of negative signals so they can alter the interview course and regain rapport or provide additional evidence. Negative signals also can indicate misidentification of the prospect's want, need, or DBM. Some examples of negative signals include the following:

- Tenseness
- Crossed arms
- Negative facial expressions
- Touching the nose
- Checking watch or clock often
- Nervous energy

Some prospects may be nervous about coming to the recruiting station. For some it is the first job interview they have been on. Others may simply be ill at ease in talking with an authority figure. Negative subtle signals that result from this type of anxiety should be handled the same as those that are caused by disinterest or disbelief. The recruiter's job is still to work on building rapport and making the prospect feel comfortable enough to open up with the recruiter and concentrate on the sales presentation.

THE TRIAL CLOSE

It is often said that the secret to closing is knowing when to rather than how to. The trial close is designed to find out when to close. Known as the salesperson's thermometer, the trial close is an opinion-asking question. You can use the trial close to check your prospect's response to your conviction or evidence when you suspect a buying signal or anytime you feel the need to check the prospect's temperature. The bridge into a trial close is "In your opinion, do you feel. . ." The rest of the question becomes "the wants and needs provided by the Navy will give you your DBM?" Now, the prospects have already told us that if they get their wants and needs they will have their DBM. All we are adding is "provided by the Navy." The natural response would be yes. If they will realize their DBM with the attainment of their wants and needs, then they also will realize their DBM when the Navy provides them their wants and needs. Of course that won't always happen. The following responses should be made to hot, lukewarm, and cold prospects.

Hot Prospect

If the prospects respond favorably to your trial close — CLOSE! That's right, no further talking is necessary. It is time to move your prospects on. In effect, they have given you that green light that says "Okay. put me in the Navy." Talking too much can actually unsell prospects.

Lukewarm Prospect

Lukewarm prospects may respond with an "I'm just not sure" or "Well it looks good, but. . ." If the prospects ask for more information, by all means provide more conviction and/or evidence. If they express an unclear thought, handle it as an objection.

Cold Prospect

Cold prospects may answer with a flat-out no. They may even continue with a reason for the negative response. Either way, go into objection-handling, which we will discuss directly after the close.

THE CLOSE

The purpose of your close is to let your prospects know they have bought. The close is a critical point in the sales presentation. Well-published sales motivator Tom Hopkins said, "Closing is the process of helping people make decisions that are good for them." The close is a call to action. Recruiters must understand the psychology of the close as well as the techniques.

The Psychology of the Close

We must understand the psychology of the close, both from the perspective of the prospect and the recruiter. The prospect generally hates making decisions. Decision making is not usually easy for anyone. Your prospect may be particularly inexperienced at making his or her own decisions. Therefore, the recruiter must be relaxed and assumptive to help the prospect through this mental turmoil. One way to do this is by making sure the close asks for a minor decision. Asking prospects directly if they are ready to enlist may add to their turmoil. Asking for a minor decision helps the prospects ease into their decision to enlist.

Types of Minor Decisions

We use five basic types of closes. All types ask for a minor decision from the prospect. The decision may be in the form of an outright answer or the completion of a requested action. The five types of minor decisions with an example of each are as follows:

1. Minor point. "My people take their physicals and process on Tuesday; I will pick you up."

2. Alternate proposal. "I can schedule you for a physical and processing on Tuesday or Wednesday. Which would be better for you?"

3. Gift. "I'd like to present you with the pamphlet *How You Can Join the Navy*. I'll write in the times for your test and physical right here in the front."

4. Action. "Jason, here's your first Navy assignment just grab that envelope over there, and we'll get started on your application."

5. Impending doom. "It's now or never."

CAUTION: You should be careful with this type of close. Be sure that you are willing to back up the threat.

It is probably best used with procrastinators after follow-up interviews. Of course some impending doom closes are imposed on the recruiter, such as few openings in some market segments or upcoming eligibility requirement changes.

OBJECTION HANDLING

Even the most professional sales presentation may be met with objections from the prospect. Most of us are conditioned to say no, especially when confronted by a salesperson. We all like to own after we've bought, but none of us likes to be sold. Recruiters should be conditioned to expect objections and be prepared to meet them professionally. The next few paragraphs will discuss the psychology of objections and give the steps for handling them.

Psychology of the Objection

Our prospects say no for one or more of the following reasons:

- They are trying to avoid making a decision by slowing you and themselves down.
- They are testing your conviction.
- They need more information.
- They have real concerns (possibly hidden).

Regardless of the reason, the prospect is trying to sidetrack the motion of the sale. The prospect is challenging the recruiter and expects a nonprofessional response that will require mental defense. It is imperative that the recruiter be professional and not ask why or try to answer an objection until it is clear what is on the prospect's mind. Many sales are lost because a recruiter tries to answer objections that do not exist.

Steps in Objection Handling

Objection handling uses a series of bridges and steps as follows:

- "Obviously you have a reason for saying that. Do you mind if I ask what it is?" Notice the psychological reciprocity. The purpose of this step is to stop the motion of the sale from becoming sidetracked. The prospect expected to draw sides with the negative reply. Instead the recruiter calmly relates understanding and concern.

- "Just suppose for a moment that <u>(objection exactly as stated by the prospect)</u> was not a concern, . ." With this step you are trying to verify, smoke out, or bury the objection. It is followed by a trial close: ". . then in your opinion, do you feel. . ." If the prospect answers with yes, the objection is still a concern and can be handled now that it is verified. If the prospect answers with a no, then the real objection must still be smoked out. Just back up and repeat or paraphrase the "Obviously you. . ." step. If the prospect replies, "Well, I guess <u>(objection)</u> is not really that big a deal," you have effectively buried the objection, and it's time to close.

Once you have verified an objection, you can continue handling it by relaxing the prospect, turning the objection into a question, and answering it. The following steps will guide your way:

- Empathy cushion. Empathy is the ability to put yourself in the prospect's shoes without becoming emotionally involved. The purpose is to relax the prospect. We want to let the prospect know that we understand how he or she feels and that he or she is not alone in having those feelings. We don't want to sympathize, though. To understand the difference between empathy and sympathy, let's take a look at an example of each in response to the verified objection, "I can't swim."

  Right – Empathy. "I understand how you feel; others have felt the same way until they saw the quality of swimming instruction offered by the Navy."

  Wrong – Sympathy. "I understand how you feel; there's a lot of ocean out there."

- Treated question. All real objections are questions in disguise. Our job is to turn the objection into a question in the prospect's mind, so we can answer it. The bridge words are "That brings up a question. The question is <u>(restate the objection as a question.</u> Is that the question?" There are three main ways of turning the objection into a question.

  Direct – The question is "How much money will I make in the Navy?"

  Comparison – The question is "How do Navy training and experience compare with those of the other services?"

Despite or even though – The question is "Can I take advantage of the education, money, and financial security (the applicant's want, need, and DBM) in the Navy despite the fact that I'11 be leaving the area?"

If the prospect responds with a no, you have not gotten the real objection. Then you should ask, "Then, what is the question?" Hopefully, the prospect will tell you the real objection. If the prospect just keeps coming up with more objections, the probability exists that rapport has been broken or the prospect may not want to admit the real objection. If the prospect says, "Yes that's the question," then you can continue with objection handling.

- IRON out the answer. IRON stands for Inquire objectively, Reverse if possible, Offer some evidence (STAR), and Number another unit of conviction. You can use one, a combination, or all the IRON techniques to answer his or her question(s). Let's look at an example of the IRON step using all four techniques combined for the verified treated question "The question is How much money will I make? Is that the question?" The prospect responds with a yes and you begin to IRON out an answer. "Let me ask you a few questions, John. How much money are the jobs offering around here? And how much money do you need for rent? Food? Workclothes? That may be the very reason you should join the Navy today. Take a look at this pay chart. You'll have more money each month because this starting pay is basically your spending money, John, which means to you that the Navy will pay for your living quarters, your food, even your uniforms. You'll receive regular pay raises as you advance in rate and meet longevity marks. Our pay is also adjusted each year for cost of living increases, and the real benefit to you is you'll have that financial security you are looking for."

- After IRONing out the question, use a trial close again. Based on the prospect's response, you will close, provide more conviction and evidence, create desire, or use a weighing close.

CREATING DESIRE

Although our sales presentation tends to create desire, we may have to help the prospects see themselves enjoying our proposal. The purpose of the desire step is to remind the prospects of their problems and help them to sense the advantages that our proposal will provide. If our proposal is correct, the following are the only two reasons prospects don't buy:

- They are not aware of their problems.

- They are not sufficiently disturbed by their problems.

Knowing When to Create Desire

People will buy if they can mentally see or imagine themselves enjoying the benefits, Key phrases that will let you know the desire step is needed include "I can't see myself in the Navy;" "I can't picture myself doing that;" or "I just can't imagine being able to do that."

Steps in Creating Desire

Again, we have a series of steps to follow to make this step of the sale successful.

- Remind your prospect of his or her problem.

  "You want a (want/need) that will (DBM)."

- Get the prospect's confirmation.

  "Is that correct?"

- Tell the prospect that your proposal will solve the problem.

  "Our (benefits) will do that for you,"

- Project the prospect to a specific point in the future.

  "It's (time period) from now. You're at location ."

- Paint the prospect a word picture that helps him or her to be there enjoying the DBM. Do this by using language that appeals to the senses and emotions. This language is called concrete language. Try to use as many of the senses (sight, hearing, smell, taste, and touch) as you can when painting your word picture. Make them feel like they are really there. Remember your goal in this step is to stir up the prospects' emotions and let them see what realizing that DBM is going to be like.

- Make direct eye contact and trial close with "Is that what you really want?"

● Your next step depends again on the prospect's response. If the response is a yes, close. If the prospect is still lukewarm, provide more conviction or evidence. If he or she seems to be putting off making a decision, use a weighing close.

Let's look at a desire step that would fit the want of a college degree, the need of money, and the DBM of making the prospect's parents proud by being the first in the family to complete college.

"Daniel, you want a college degree that will make your parents proud. Is that correct? Well, our Navy educational programs will do that for you. You enter the Navy and here's what happens. It's 3 years from now, and you're in Norfolk, Virginia. It's a beautiful day. It's your day – the day that your dream, as well as the dream of your parents, will be realized. You walk across the campus at Old Dominion University and feel the sun warming the morning air. You hear birds singing in the magnolia trees that are in full bloom and filling the ocean breezes with their sweet scent. As you approach the stadium you can hear the band playing a well-known march as people fill the stands, They are here to watch you receive that long awaited diploma. It hasn't been easy. You reflect on the courses you completed with your tuition assistance and are thankful for all the credits awarded based on your Navy schools and experience. You say a silent thanks to your parents who encouraged you so much toward your goal and wish they could be here on this important day, They sounded so excited about your being the first in the family to earn a degree when you last talked with them. Soon, you hear your name called and proudly step forward to receive your diploma. You firmly shake the dean's hand and look out into the crowd. You can barely believe your eyes. Right there in the second row is your Mom and Dad. They have made a surprise trip to join in the celebration of your achievement. Their smiles have never been broader and Mom even has a tiny tear slipping down one cheek. You can feel the pride and love radiating from these two most important people. Is that what you really want?"

WEIGHING CLOSE

We have reached the end of our selling chain. We have performed our sales presentation to the best of our ability and possibly even created desire. As a final attempt to help our prospect we have the weighing close. Although this technique is called a weighing close, it does not fit the definition of a close and is not included in the five types of closes we use in consultative sales. The weighing close ends with a trial close, asking for an opinion, rather than a minor decision.

When to Use the Weighing Close

The weighing close is normally used at the end of the sales presentation when procrastination becomes the dominant block in our prospect's decision-making ability. Listen for trigger words like "Let me think it over" or "See me next trip."

How to Use the Weighing Close

Start with a lead-in bridge, "Before making a decision, one must weigh the ideas opposed against the reasons for enlisting now." Then, you should draw the diagram as shown in figure 6-10. Then ask the prospect, "What are your ideas opposed?" Do not try to overcome any new objections or remind the prospect that you have already shown an idea to be of no concern. We also want to avoid giving the prospect any help in thinking of ideas opposed. (If he or she can't think of any ideas opposed, then you should close.) When the prospect is done, ask "Okay, now what are your reasons for enlisting now?" Every response on this side is telling you that this prospect wants to be put in the Navy. If the prospect is unable to come up with enough reasons for, remind him or her of the previously identified want, need, and DBM. You may even ask if some of your benefits package qualifies as reasons for. Just make sure that your prospect includes more reasons for than ideas opposed. The DBM should be the last item on the reasons for enlisting now side. If he or she gives you the DBM before the list is complete, say that you want to set that aside for a moment. Then, when the reasons for side outweighs the ideas opposed side, say something like, "Okay, Jamie, because (DBM) is so important to you, I'd like you to write that down." For the weighing close to be effective, it must be the prospect's list. Try not to give him or her reasons for enlisting now. Instead, gently remind your prospect of what he or she said was important, if necessary. Every reason for your prospect gives you is telling you and the prospect that yes, he or she does have reasons for enlisting now. That is the purpose of the weighing

IDEAS OPPOSED	REASONS FOR ENLISTING NOW
Have to move	Education
	G.I. Bill
	Money
	Financial Security

Figure 6-10.-The weighing close.

enlisting now. That is the purpose of the weighing close, to help the procrastinator reach a decision.

- When the sale is finished, ask the trial close, "Now, in your opinion, which outweighs the other, the ideas opposed or the reasons for enlisting now?"

- If the prospect answers, reasons for, close. If the prospect answers ideas opposed, respect that decision. Do not return to selling that day. Set a follow-up appointment that allows adequate time for the prospect to consider the information given. Give the prospect the weighing close to take home and ask for referrals.

EVALUATING RECRUITERS' SALES PRESENTATIONS

There are two methods of evaluating a recruiter's sales presentation. First, you can role play. That, of course, is not always realistic. Recruiters will probably perform differently with a real prospect. There is no substitute for observing an actual interview when you wish to evaluate a recruiter's sales presentation for content and technique. Use a contracts evaluation worksheet, shown in figure 6-11, for the interview critique. After the recruiter has finished with the prospect, give the recruiter an in-depth critique for each step of the interview process.

Evaluating the Conversation Step

This is the most important step of the interview. Did the recruiter set rapport with the prospect? How was the eye contact, tone of voice, and smile? Did the recruiter avoid challenging or interrupting the prospect? Was blueprinting thorough? Did the recruiter make sure not to lead the prospect into desired answers? Was the sales objective (want, need, and DBM) properly established and verified?

Evaluating the Curiosity Step

This is a one-line step. The key to its success is enthusiasm. Did the recruiter seem genuinely enthusiastic about having a way to help the prospect with Navy opportunities?

Evaluating the Conviction Step

Besides the basic bridge work, check to see if the recruiter gave a short fact followed by an appropriate benefits package. Was there enough "meat" in the package? In other words, did the recruiter give the prospect enough information to justify buying the proposal? What kind of evidence was used? Was it effective? If faced with an objection, was the recruiter relaxed and professional? Was the objection verified, smoked out, or buried? Did the recruiter empathize with the prospect but avoid sympathizing? Did the recruiter change the objection into a question so it could be answered? Did the recruiter effectively IRON out the objection?

Evaluating the Desire Step

Did the recruiter remind the prospect of the problem and get confirmation? Was the prospect projected to a specific point in time and location? Most importantly, was a word picture painted so the prospect could see himself or herself enjoying the DBM? Did the recruiter use concrete language to appeal to the prospect's senses and emotions?

Evaluating the Close

The close is the most misunderstood step of the sale. It is often blamed for a recruiter's lack of sales success, but is rarely the real problem. Few recruiters are afraid to close if it is time to close. What we're saying is that if a recruiter knows that a prospect has bought, that their sales presentation had done its job, closing is a natural and simple step to take. The problem comes in when the recruiter understands that the prospect has not bought the product yet. Perhaps the real problem was as far back as conversation. Maybe we built the entire presentation on the wrong want, need, and DBM. Whatever the reason, the recruiter is not comfortable with closing because it is apparent that the sales presentation has not succeeded, To evaluate the close itself, determine if the recruiter closed on a minor decision without resorting to step-selling? Did the prospect know that he or she had bought? Was the recruiter calm and assumptive to help the prospect through the mental turmoil of making a decision? Beyond considering these points, if you still feel you have a recruiter who has a problem with the close, explain to him or her that no answer is the same as a "no" answer. The result is still the same. So, what is there to be afraid of? We don't have an applicant now; the worst that could happen after a close is that we still won't have an applicant. The alternative is that we <u>will</u> have an applicant for the Navy, and that's what it's all about.

CONTRACTS EVALUATION WORKSHEET

Directions to evaluator: As the interview progresses, you should make notes in each section of the sales process. These notations will aid in preparing the summary section. In addition to knowing, understanding, and using the five steps of a sale, you should consider the following questions: Did the recruiter use proper bridges to maintain a smooth flow of conversation? Did his/her trial closes and objection-handling techniques keep him/her in control? Was he/she confident and enthusiastic? Based on his/her level of experience, did he/she do a professional job?

1. **CONVERSATION/ATTENTION**

a. Establish Rapport
1. Reason for appt mentioned ________
2. Eye contact ________
3. Smile when talking ________
4. Rate of speech ________
5. Too tense ________
6. Tone of voice (attitude) ________
7. Compliments ________
8. Challenged prospect ________
9. Interrupted prospect ________
10. Gestures ________

b. Blueprinting
1. Privacy Act ________
2. SSAN ________
3. DOB ________
4. Citizenship ________
5. Education ________
6. Tested ________
7. Dependents ________
8. Prior Service ________
9. Physical - Illness ________
Injuries ________
Medication/Allergies ________
10. Juvenile/Civil ________
Police - Criminal/Traffic ________
11. Drugs - Dangerous ________
Narcotics ________
Marijuana ________

c. Establish Sales Objective
1. Wants/Needs ________________________________
2. DBM ________________________________
3. Summarize ________________________________

2. **CURIOSITY/INTEREST**

a. TRIMTWHAWFY ________ (Want/Need) DMB ________ Navy.

Figure 6-11.–Contracts evaluation worksheet.

3. **CONVICTION** Enthusiasm ________

a. Unit of Conviction
   1. Optional bridge ________________ S.C. ________________
   2. Because ________________
   3. WMTY ________________
   4. ATRBTYI ________________

b. In your opinion, do you feel
c. Evidence (if needed) STAR ________________

d. Objection Handling
   1. Obviously you ________________
   2. Just supposing ________________
   3. Then in your opinion, do you feel ________________
   4. Empathy ________________
   5. Treated question ________________
   6. IRON ________________
   7. Now in your opinion, do you feel ________________

4. **DESIRE**

a. Remind - You want ________________ that will ________________

b. Confirm - Is that correct? ________________

c. Our ________________ opportunities will do that for you.

d. Project - You enter the Navy, and here is what happens/
   It's ________________ from now. You're at ________

e. Paint word picture ________________

f. Is that what you really want? ________________

g. Weighing close
   1. Bridge in ________________
   2. Ideas opposed/reasons for enlisting now ________________
   3. Which in your opinion outweighs the other, the ideas opposed or the reasons for enlisting now?

5. **CLOSE**

a. Close on a minor decision (type) ________________

b. Congratulate

c. Ask for referrals ________________

Evaluator Comments: ________________

____

____

____

Figure 6-11.-Contracts evaluation worksheet-Continued.

USING THE SALES SCRIPT

We said earlier that our sales technique was not an actual script. It does get practiced like one, except for the actual proposal and pictures we paint along the way. If sales is not a step-by-step mechanical procedure, why so much memorization? The reason is that by learning the bridges so they can be naturally delivered we always have focus. We can smoothly go from one step of the sale to the other, Now, let's talk reality. Every prospect will not move from step to step as we have practiced. We have to know when to skip a step and when to go back.

Determining what step is needed can be made easier if we remember the purpose of each step. Recruiters must be constantly alert to the prospect's subtle signals as well as to what he or she says so recruiters know where they are in the sales presentation. Sales can be made using as few as two steps, conversation and close. Conversation must be a part of every interview to make sure rapport exists, eligibility is determined, and want, need, and DBM are identified. Even presold prospects should be blueprinted to include the want, need, and DBM in case they balk at MEPS or get buyer's remorse. Recruiters may have to return to the conversation step many times with some prospects before completing the sales cycle. The close is the other step of the sale that must always be used. Every prospect must be aware that he or she has bought before he or she becomes an applicant. We should tailor the presentation not only to our prospect's want, need, and DBM but also to his or her capacity for absorption. Move too slow and you could lose the sale to boredom; move too fast and you could lose the prospect along the way. It is an art – an art that can be refined through practice and analysis.

KNOWING YOUR COMPETITION

All professional salespeople take the time to get to know a little about what the competition is offering. In recruiting, we should be aware of the programs offered by other services, vocational and technical schools in our area, and civilian industry. Keeping up on the competition is not a lever to use the information to degrade them, but a method of offering fair comparison analogies and preventing misconceptions. Supervisors should be especially conscious of gathering information on the competition and ensuring it is issued regularly at zone training. The following are examples of competition comparison information you should know about.

Educational Programs

Obtain current information on the Army College Fund, Air Force College, civilian colleges, and vocational/technical schools. Look into local tuition fees, placement guarantees, and any special considerations made for veterans. This is information that you should know or at least have available to use as evidence for prospects wanting to continue their education. Use the *Educational opportunities in the Navy* pamphlet to show Navy programs,

Civilian Industry – the Local Labor Market

Be alert to local labor market shifts, Are they hiring, laying people off, freezing wages or new hires? These are all factors you should be aware of in the civilian industry. Reading the local newspaper financial section, talking with Chamber of Commerce personnel, and generally keeping in touch with the area will go a long way in making sure you are up to date on the local industry and labor market.

Training Differences

A prime selling point for the Navy has always been our training programs. The Navy offers more than *60* different jobs. All other services offer more, with both the Army and Air Force boasting of over 400 different jobs from which to choose. On the surface this may seem like an unlikely point to bring to the attention of our prospects. Let's look a little deeper to see what that means to them. The Navy offers a much broader range of training within the 60-some job fields. If you look at the job titles for the other services, most end with the word *specialist.* They tend to specialize a lot more than the Navy. Of course, we do have specialty Navy Enlisted Classification (NEC) codes, but our initial training covers a broader spectrum in most occupational fields. Most of this difference is brought about by necessity. Our ships limit the number of personnel that can comfortably and safely be assigned. We cannot afford to take on a team of specialists, when one thoroughly trained technician can do the job. Let's take the Navy's rating of Aviation Machinist Mate (AD) for example. Other services may take up to seven different job titles to cover the same training as a Navy AD. This gives the Navy trained individual a much broader base of knowledge and makes him or her more marketable to civilian employers. It also tends to give the individual more variety on the job and a sense of knowing more about the overall occupation.

Pay and Advancement Differences

Recruiting personnel also should keep up to date on pay and advancement differerences between services and the civilian sector. The *Navy Times* often offers advancement comparison for the different services. A pay chart is a “must have” in every recruiting station. With that, you may want to keep seapay and subpay information as well. Tlese two incentive pays are positive selling points, but be aware that the other services also have special duty pay for some assignments. Another good piece of evidence is a copy of your latest Personal Statement of Military Compensation. It shows what your military pay is actually worth. For comparison with the civilian pay, you can get average and median income figures from the Chamber of Commerce or local tax officials. A common way to make a comparison for advancement in the civilian labor market is to ask the individuals how long they would have to work at their current job, or their parents at theirs, before they would get an advancement. Some may answer, tongue in cheek, that they would have to wait for someone to die or retire before they would get promoted. You can easily show the benefits of the Navywide advancement system.

PROCESSING

As in the section on enlistment eligibility, the primary reference for processing requirements is the *Navy Recruiting Manual - Enlisted*, COMNAVCRWTCOMINST 1130.8. In the following paragraphs we highlight procedures for testing, physical examinations, classification, MEPS processing, applicant briefings, and the treatment of rejected applicants. Red carpet service is the key to processing success. A great deal of work and time has gone into bringing your applicant to this stage. Rapport and professional salesmanship must continue to keep your applicant on track. Unfortunately, much of the processing is anything but personal. Recruiters should overcome this by giving individualized care and consideration to every applicant and making sure that he or she is well briefed on what to expect both at the MEPS and during his or her first few weeks of Navy life.

ENLISTED SCREENING TEST

The Enlisted Screening Test (EST) is given to all applicants not previously tested with the EST or ASVAB. The EST is designed to give an accurate prediction of how the applicant will perform on the ASVAB. A conversion chart provided with the EST materials provides the applicant’s percentage chance of attaining an ASVAB score of at least 21, 31, 50, and 65. If the percentage chance for a qualifying score is over 50 percent, the recruiter has a fair idea that the applicant will be able to attain that score or better on the ASVAB.

EST Administration

The EST is administered by the canvasser recruiter. Proctoring is informal as the recruiter need not be physically present throughout the test. The test has two parts. The verbal section of 35 questions has a 12-minute time limit. The math section of 30 questions has a time limit of 35 minutes.

EST Security

EST booklets, answer keys, and used answer sheets should be kept in a locked desk, file cabinet, or automobile. Local reproduction is authorized. Any compromise of the EST should be reported to the NRD CO via your chain of command Used answer sheets are retained on file for 3 months. After that time, they may be destroyed by shredding or burning. ESTs that have been made unfit for use may also be destroyed by shredding or burning. There are no security requirements for unused EST answer sheets or conversion charts.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY

The ASVAB is a battery of 10 subtests, The scores of the subtests are combined to yield two types of composites – academic and occupational. The ASVAB is designed to determine not only what the potential learning capacity of the individual may be, but also what occupational fields the examinee may be best suited for. The Military Entrance and Processing Command (MEPCOM) has overall responsibility for procurement, control, and administration of all ASVAB tests. Let’s take a look at other responsibilities for student testing, production tests, and printed material that can assist in your efforts to “sell” the ASVAB.

Student Testing

The ASVAB is offered through the Department of Defense (DOD) Student Testing Program to interested high schools and postsecondary institutions. This program is designed to stimulate interest in occupational and training opportunities in the military services. It also helps recruiters in efficiently contacting students based on the students' plans and abilities. The ASVAB is the most widely used vocational aptitude battery in the country. About 1 million students in some 14,000 high schools and postsecondary institutions participate in the program each year, Although you represent the Navy specifically, the ASVAB is a DOD test and must be presented as such. It is also to your benefit, in talking with educators and students, to stress the joint-service nature of the test. This approach gives you the widest market appeal.

MARKETING THE ASVAB.– One of recruiters' important responsibilities is to arrange for testing in the schools. Each year the schools are divided proportionately among the military services by the local Interservice Recruitment Committee (IRC). This committee is made up of local recruiting unit COs. Each recruiting station receives a list of schools for which they are responsible for scheduling the ASVAB. Many schools already usc the test annually, and recruiters will only have to arrange for them to continue testing. RINCs should review all school folders before the school year begins to determine what efforts should be made for ASVAB marketing. Some schools may test only certain grades, make test participation optional, or decline the testing entirely. The ED SPEC is responsible for introducing and selling the ASVAB to education administrators. Initial efforts will be made by the recruiter assigned to the school. The RINC and ZS also should become involved if there is a problem with scheduling student testing in a school. Our goal is to test as many students as possible in grades 10 through 12, Freshmen are not tested. You should try to encourage mandatory testing in all schools. Sell the counselor on the overall benefits of percentile comparisons when the entire grade is tested. Mandatory testing may result in some students willfully misrepresenting their abilities on the test, but the goal of market identification is still accomplished. The preferred grade for mandatory testing is grade 11. ASVAB scores are good for 2 years from the date of the test, so they will still be valid when the student graduates. The obvious benefit is that you will have your 11S market identified and partially blueprinted before the school year begins.

SCHEDULING THE ASVAB.– When scheduling the ASVAB, recruiters should obtain a preferred and alternate date for testing from the school official. These dates are coordinated with the master testing schedule maintained by the Chief, Testing Management Section (CTMS) at each MEPS. Test dates have to be satisfactory to both the school and the CTMS. When a test date must be changed, every effort is made to accommodate the school. The CTMS also must be advised of the number of students to be tested so the test administrator will bring adequate materials on testing day.

PUBLICIZING THE ASVAB.– Recruiters should meet with school officials and develop a plan to publicize the ASVAB. The plan should include provisions for addressing student assemblies, faculty meetings, and parent-teacher organizations; providing and distributing ASVAB promotional materials; placing articles in school newspapers; and, when appropriate, sending news releases to local media. Recruiters may want to conduct a phone blitz to juniors and seniors reminding them of ASVAB test dates. The object is to attract as many students as possible to take the test. The more pretest activity that is generated, the more successful the turnout. Materials that will help in promoting the ASVAB are shown in figure 6-12.

PROCTORING THE ASVAB.– Test security requires a minimum of 1 proctor for every 40 students to be tested. You can request the school furnish these proctors. However, if school proctors are not available, arrangements must be made for military proctors. The recruiter responsible for the school should always be present for ASVAB administration. Usually the local IRC will establish procedures for arranging military proctors. They may notify the responsible service to arrange for them, or notify each service of the number of proctors they should provide. Whether the school is a Navy-assigned school or not, always check on arrangements before test day. Absolutely no recruiting activities are allowed during the administration of the ASVAB.

TEST SCORE RESULTS.– ASVAB scores are reported to the school in the form of percentiles. This means that each student's performance on the test is compared with a representative sample of American youth that is considered the base of reference population. For example, if a student scored at the 45th percentile on the composite, that student did as well or better than 45 percent of the people in the reference population. Juniors, seniors, and postsecondary students receive two sets of percentile scores. One set compares them to students of the same grade and sex, and the other set compares them to the total reference population. The Counselor Summary compares scores to all students of the same grade and students of the

ASVAB PRINT MATERIALS	
ITEM	DESCRIPTION
MATERIALS FOR COUNSELORS	
ASVAB: A Brief Guide for Counselors and Educators	Summarizes content, technical specifications, use of test information, and frequently asked counselor questions.
Counselor's Manual for the ASVAB Form 14	In-depth definitive user's guide for counselors and others working with ASVAB.
Technical Supplement to the Counselor's Manual	Provides statistical and other detailed technical information to substantiate ASVAB credibility.
Military Career Guide: Employment and Training Opportunities in the Military	Provides occupational basis for interpreting ASVAB by describing over 130 clusters of jobs related to ASVAB scores and linking them to civilian careers.
MATERIALS FOR STUDENTS	
Explore Your Potential	A poster/brochure with minimum text about the ASVAB, high-tech computer graphics, and a collage of sample jobs.
Coming Attractions	A one-page handout announcing the test date and providing a sign-up stub to register for the test.
Your Career Starts Here: A Student's Guide to the ASVAB	Introduces student to ASVAB and its use in career exploration and planning. Provides sample test questions and answers commonly asked student questions.
MATERIALS FOR PARENTS	
Time of Decision: A Parent's Guide to the ASVAB	A brochure providing an overview of ASVAB, its relevance to students for career exploration and planning, and answers to frequently asked parent questions.

Figure 6-12.-ASVAB print materials.

opposite sex in the same grade. This additional information gives counselors more assistance in interpreting the scores for students. The school tests results summary by grade gives counselors an overall picture of how their students are performing in relation to the reference population. Recruiters receive the ASVAB-14 Service Printout 7 to 10 days after the schools receive their results. This printout provides recruiters with students' personal data (name, grade, sex, address, and phone number), the students' scores and AFQT score, military aptitude composites, and the students' plans after graduation. Also included are any special instructions the school may have indicated for using the information for recruiting purposes. It is vital that recruiters honor any special instructions that have been given by the school. The school may indicate any of the following options covering the use of the data:

- No special instructions
- No recruiter contact until 60 days after results are returned
- No recruiter contact until 90 days after results are returned
- No recruiter contact until 120 days after results are returned
- No recruiter contact until the end of the school year
- No telephone solicitations
- Not valid for enlistment purposes
- No recruiter contact from this listing of student results

Production Tests

Production versions of the ASVAB are administered at MEPS and Mobile Examining Team (MET) sites across the nation.

RETEST POLICIES.– Immediate retests may be authorized by the MEPS commander for applicants tested under adverse conditions or considered to have attained inflated scores through improper means. Otherwise, testers must wait 1 calendar month after an initial ASVAB test for a retest. After one retest, applicants must wait 6 calendar months before another retest can be requested. Recruiters should be cautioned to verify test dates as any retests given before the mandatory waiting period will be invalid. Applicants must then wait 6 calendar months to retest. Applicants with qualifying AFQTs should not be retested simply to increase their score or qualify for a specific program.

COMPROMISE AND PROHIBITED PRACTICES.– All ASVAB test compromise incidents must be reported immediately to the CO via the chain of command, so the CO can report the incident to MEPCOM headquarters by telephone. Most compromise situations are easily defined. The *Navy Recruiting Manual - Enlisted*, COMNAVCRUITCOMINST 1130.8, gives a list of actions and situations that constitute compromise. Recruiters should be trained in identifying compromise situations and understand that any action that might be construed as helping applicants in testing must be avoided. Recruiters are allowed to give applicants the USMEPCOM publication, *Your Future is Now*, for ASVAB familiarization. They also may give applicants expected to take the Nuclear Field Qualifying Test (NFQT) the following items: the chemical periodic table of the elements, math and physics RAD items, and the Navy correspondence course, *Mathematics*, volume I. Recruiters are prohibited from conducting any formal or informal training sessions, using commercially prepared ASVAB information and study guides, referring applicants to commercial schools or courses whose purpose is to familiarize applicants with the ASVAB, or becoming involved with any other sort of coaching or unauthorized ASVAB familiarization.

CONVERSION.– Raw scores, the number of questions answered correctly, are converted to standard scores for each subtest of the ASVAB. Conversion charts for current ASVAB versions are contained in the *Navy Recruiting Manual - Enlisted*, COMNAVCRUITCOMINST 1130.8. AFQT scores for ASVABs taken after 3 January 1989 are computed by adding the standard scores of 2(VE) + MK + AR. Figure 6-13 shows each subtest, the abbreviation, the number of questions in each subtest, and the derived scores equations.

SUPPLEMENTAL TESTING

There are two types of supplemental testing that the Navy uses for program qualification, the NFQT and the Defense Language Aptitude Battery (DLAB).

ASVAB SUBTEST AND DERIVED SCORE INFORMATION (for ASVABs taken after 3 January 1989)		
SUBTEST NAME	ABBREVIATION	# OF QUESTIONS
General Science	GS	25
Arithmetic Reasoning	AR	30
Word Knowledge	WK	35
Paragraph Comprehension	PC	15
Numerical Operations	NO	50
Coding Speed	CS	84
Auto and Shop Information	AS	25
Mathematics Knowledge	MK	25
Mechanical Comprehension	MC	25
Electronic Information	EI	20
Verbal (Sum of Word Knowledge and Paragraph Comprehension)	VE	50
AFQT percentile = standard score of 2(VE) + MK + AR	AFQT	99 (MAX SCORE)

Figure 6-13.–ASVAB subtest and derived score information.

Nuclear Field Qualifying Test

All applicants for enlistment whose ASVAB composite meets Nuclear Field (NF) program requirements will take the NFQT. Potential candidates include the top one-third of high school graduation classes and those with a C average or better in 1 year of algebra. The NFQT is a 2-hour, 80-question examination that can be administered by the test control officer (TCO), classifier, recruiter-classifier (designated in writing by the CO), the NRD ED SPEC, and designated assistant test control officers (ATCOs). Retests on the NFQT are not authorized. Because of the nature of this examination, recruiters may want to schedule the NFQT before enlistment processing. The NFQT may be given in high schools to advanced math and science classes or at a central point for select groups. The NFQT is often referred to as the advanced programs test to alleviate applicants' feelings of failure if they do not attain a qualifying NFQT score. They can still qualify for other programs, such as advanced technical or advanced electronics fields.

Defense Language Aptitude Battery

The DLAB is a language aptitude test given to all candidates for the Cryptologic Technician - Interpreter (CTI) rating. Authorized test administrators must be designated in writing. They may include the TCO, classifiers, ED SPECS, and ATCOs, Retest authorization may be requested from the Bureau of Naval Personnel (PERS-23).

PREENLISTMENT KITS

Recruiting supervisors must be cognizant of preenlistment document quality control. Recruiters and RINCs should understand that they are attesting to the accuracy and completeness of the preenlistment paper work and supporting documentation when they put their signatures on the kit envelope. The processor who initially screens the preenlistment kit at MEPS begins a kit error feedback form that is continued during the applicant's processing. At the end of the day the Enlisted Processing Division Supervisor (EPDS) will forward a copy of the completed form to the Enlisted

Programs Officer (EPO)/Chief Recruiter (CR) and the NRS RINC. Most districts also will route copies to the ZS. Training directed to the discrepancies noted on these forms must be conducted at the station level. Trends or frequent errors should be included in zone training evolutions. If you find your zone or station experiencing problems in kit quality, consider inviting Navy processing personnel out for training. Not only can they provide expert processing information, but the rapport built during these training evolutions can help build the team concept and get away from the "we/they" syndrome that can only inhibit smooth operation.

PHYSICAL EXAMINATIONS

Recruiters should make sure all applicants view the video *Self-Identification of Preexisting Medical Conditions* before they report to MEPS. Videos may be requested from COMNAVCRUITCOM, Code 514. Preliminary physical screening should be accomplished by the recruiter for all applicants for enlistment. This is done by completing the Applicant Pm-Screening Form, DD Form 2246, which is required in the preenlistment kit. In addition, recruiters are encouraged to review the SF 88 and SF 93 with each applicant before he or she is sent to MEPS for a physical examination. Identifying preexisting medical conditions can save recruiters time and prevent unnecessary applicant delay. Documentation of known conditions can be obtained to assist the MEPS medical staff in making a determination. Remember, red carpet service is a key to better MEPS conversion ratios. Thorough blueprinting can smooth the way for physical processing.

CLASSIFICATION

Every applicant is interviewed by an enlisted classifier or canvasser recruiter classifier to determine occupational interest, motivation, and qualifications for placement into an appropriate enlistment program.

Personalized Recruiting for Immediate and Delayed Enlistment

After the applicant has been certified as qualified for the program desired, the enlisted classifier uses the Personalized Recruiting for Immediate and Delayed Enlistment (PRIDE) terminal to obtain the desired program and the shipping window or date. More than one reservation per applicant at one time is not authorized.

PRIDE Reservation Categories

The following categories of PRIDE reservations are used as appropriate.

DELAYED ENTRY PROGRAM.– DEP reservations are made for all personnel for whom a United States Naval Reserve (USNR) DEP contract is executed, regardless of when they are actually shipped.

DIRECT SHIP.– Direct Ship (DIR) reservations are made for personnel who will begin active duty within 24 hours and for whom no USNR (DEP) contract is executed.

DIRECT DEPOSIT DEP.– A direct deposit DEP (DDD) is a reservation with a signed contract that does not count as a new contract until the following month, when they are converted to a DIR or DEP.

DELAYED ENTRY.– Delayed entry (DEL) reservations may be made when no contract is executed but the applicant is fully qualified for enlistment in a specific program. An example of a case where a DEL reservation might be made would be when an applicant wishes to discuss the options with his or her parents. DEL reservations never can be held for more than 10 working days.

DELAYED ENLLISTMENT RESERVE.– The Delayed Enlistment Reserve (DER) program was developed in June 1989 to allow school reservations for Reserve/Guard personnel without requiring immediate enlistment into the DEP. Reservations for all types of Reserve component members must be made via the DER program whether or not an approved Request for Discharge or Clearance from Reserve Component, DD Form 368, is obtained. An approved DD Form 368 must be obtained before shipping. DER reservations are authorized for a period not to exceed 365 days and are not counted as new contracts. On the actual ship date, DERs are converted to DIR reservations.

APPLICANT BRIEFINGS

Recruiters are responsible for briefing applicants about the processing procedures they will go through at MEPS. In addition, they should brief all applicants on conditions of Navy life, the Navy's drug policy, prescribed medications at the RTC, the Enlisted Statement of Understanding, the Montgomery G.I. Bill, RTC smoking restrictions, and the Navy's health care benefits.

Conditions of Navy Life

One of the two videos designed to indoctrinate viewers on the conditions of Navy life is required viewing for all applicants, *Civilian to Sailor in Eight Weeks* is shown to all male applicants and describes the 8 weeks of recruit training, *Right, Right, Right On* is the female version of recruit training indoctrination. Married applicants and their spouses also must read and sign the Married Applicants and Spouses Fact Sheet, which highlights information on ship deployment and underway schedules, housing, child care facilities, and moving household goods, Applicants should discuss areas of concern with their recruiter.

The Navy's Drug Policy

All applicants, including prior service applicants, must view the video *Drug Abuse - Not in My Navy.* This video, about 6 minutes in length, provides a brief look at the Navy's policy on drug use and the reasons drug use is not tolerated in the Navy.

Prescribed Medications

Applicants should continue to use any medicines prescribed by a physician during MEPS processing and upon reporting to the RTC. Recruiters should not advise applicants to discontinue prescribed medicines.

Enlisted Statement of Understanding

The recruiter must brief each applicant on the contents of the Enlistment Statement of Understanding, NAVCRUIT Form 1133/53, and have the applicant initial the appropriate block. The original copy is placed in the enlisted service record, with a copy provided to the applicant and the residual file.

Montgomery G.I. Bill

All applicants at DEP-in are given the Navy Recruiting Commands welcome aboard letter on the Montgomery G.I. Bill signed by the NRD CO. The welcome aboard letter also includes the G.I. Bill RAD item.

Recruit Training Command Policies

All applicants should be briefed that the smoking lamp is out at the RTC. No tobacco products of any kind will be allowed at the RTC.

Recruits should be counseled that as soon as uniforms are issued, all civilian clothing and personal effects will be mailed to their home of record at their own expense or discarded at their discretion.

The *Navy Recruiting Manual - Enlisted,* COMNAVCRUITCOMINST 1130.8, provides specific guidance on what items to bring and what not to bring to the RTC for both male and female recruits,

Health Care Benefits

The Health Care Benefits Summary Fact Sheet must be used to brief all applicants on their eligibility for various medical and dental benefits. A copy of the fact sheet is found in the *Navy Recruiting Manual - Enlisted,* COMNAVCRUITCOMINST 1130.8. It covers medical and dental benefits for active duty members and their dependents at military and civilian health care facilities. Applicants should be advised that detailed health care questions should be directed to the appropriate Civilian Health and Medical Programs of the Uniformed Services (CHAMPUS) advisors or health care personnel.

TREATMENT OF REJECTED APPLICANTS

Rejected applicants must be made to feel that the Navy also regrets that they cannot be accepted and that their interest in the Navy is sincerely appreciated. Whenever a recruiter feels that the rejection of an applicant may be cause for disrupting good local community relations, all pertinent information bearing on the situation should be forwarded to the NRD for consideration and further disposition. Those potential rejection cases that are likely to stimulate interest on the part of national or state officials should be forwarded to COMNAVCRUITCOM for final action. All rejected applicants should be urged to visit the local state employment service office to get assistance in pursuing their civilian careers.

Medical Disqualification

In cases of applicants who are rejected for enlistment because of medically disqualifying conditions, the MEPS examining physician is responsible for informing the applicant of the disqualifying condition either in person or in writing. Medical information concerning a disqualifying diagnosis should be conveyed to the applicant only by a MEPS physician.

Nonmedical Rejections

The recruiter is responsible for informing applicants rejected for enlistment for any nonmedical reason that they do not qualify for enlistment in the naval service.